Upstate

Academic Catalog 2007-2008

Digitized by the Internet Archive
in 2010 with funding from
Lyrasis Members and Sloan Foundation

http://www.archive.org/details/catalogacademicc2007univ

2007-2008 Academic Catalog

University of South Carolina Upstate

Mailing Address: University of South Carolina Upstate
800 University Way
Spartanburg, South Carolina 29303

Telephone: 864-503-5000

The University of South Carolina Upstate is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Ga. 30033-4097: Telephone 404-679-4501) to award associate, baccalaureate and master's degrees.

The University reserves the right to make changes in curricula, degree requirements, course offerings, and all academic regulations when in the judgment of the faculty, the chancellor, the president or the board of trustees such changes are in the best interest of the students and the University.

Registration at the University assumes the student's acceptance of all published academic regulations, including those which appear in this catalog and all others found in any official announcement.

The University of South Carolina Upstate is committed to a policy of affirmative action which assures equal opportunity in education and employment to all qualified persons regardless of race, sex, religion, creed, handicap, disability, veteran status, national origin or ancestry.

I certify that this catalog is true and correct in content and policy and states progress requirements for graduation.

John C. Stockwell, Ph.D.
Chancellor, USC Upstate

The University of South Carolina Upstate catalog is published yearly in Spartanburg, South Carolina.

Table of Contents

Academic Calendars 4
The University 6
Greenville Campus 13
Admissions 16
Financial Aid 25
Fees and Expenses 37
Student and Diversity Affairs 41
Academic Regulations 47
Academic Programs 61
Honors Program 69
USC Upstate Academic Centers 73
- Center for Interdisciplinary Studies 74
- Center for Nonprofit Leadership 77
- Center for Women's & Gender Studies 79
- Watershed Ecology Center 80

College of Arts and Sciences 81
- Fine Arts and Communication Studies 82
- Languages and Literature and Composition 93
- Department of Informatics 100
- Division of Mathematics and Computer Science 102
- Division of Natural Sciences and Engineering 108
- Psychology 114
- History, Political Science, Philosophy and American Studies 116
- Sociology, Criminal Justice and Women's Studies 121

School of Business Administration and Economics 126
School of Education 131
Mary Black School of Nursing 149
Course Descriptions 160
Graduate Studies 217
Administration and Faculty 233
Index 250

Academic Calendar 2007-2008

Fall 2007

Thursday, Aug. 23	Classes begin
Monday, Sept. 3	Labor Day (no classes)
Thursday-Sunday, Oct. 11-14	Fall break
Wednesday-Sunday, Nov. 21-25	Thanksgiving break
Friday, Dec. 7	Classes end
Monday-Friday, Dec. 10-14	Final exams

Spring 2008

Monday, Jan. 14	Classes begin
Monday, Jan. 21	Martin Luther King Jr. Holiday (no classes)
Sunday-Sunday, March 9-16	Spring break
Monday, April 28	Classes end
Tuesday, April 29	Reading Day
Wednesday-Tuesday, April 30-May 6	Final exams
To be announced	Commencement

Maymester 2008

Monday, May 12	Classes begin
Thursday, May 29	Classes end
Friday, May 30	Final exams

*Summer Session I 2008***

Monday, June 2	Classes begin

*Summer Session II 2008***

Monday, July 7	Classes begin

**to be determined

Welcome ...

Welcome to the University of South Carolina Upstate! At USC Upstate we offer challenging, first-rate academic courses, small class sizes, personal experiences, remarkable diversity, an expansive international community, and a dynamic campus life.

Our acclaimed and accredited academic programs create real opportunities for our students to build bridges to their future through internships, field service, study abroad, and more. USC Upstate inspires our students to grow intellectually, culturally, socially and emotionally. Students are also challenged to think critically and to prepare themselves for the professional challenges that lie ahead.

As the fastest growing university in South Carolina, USC Upstate boasts two thriving campuses – the 280-acre largely resident campus in Spartanburg and the campus in Greenville for commuting junior and senior level students. The Spartanburg campus, located in the Piedmont foothills, offers exceptional facilities such as the Humanities and Performing Arts Center, Campus Life Center, Susan Jacobs Arboretum, Palmetto House and the Louis P. Howell Athletic Complex, all of which are here to enrich your educational journey. The Greenville campus, located at the University Center of Greenville, a state-of-the-art teaching and learning center, is situated in an important hub in Greenville and surrounded by world-class manufacturing and business centers, both national and international.

As you read through the pages of this catalog, please contact the Admissions Office at (864) 503-5246 with any questions you may have. I wish you the best as you pursue your university education, and I hope to see you on campus in the near future!

John C. Stockwell, Ph.D.
Chancellor

The University

The University of South Carolina Upstate (formerly USC Spartanburg), is a coeducational, public, comprehensive metropolitan institution that is located in Spartanburg along the thriving economic I-85 corridor between Atlanta and Charlotte. The University's numerous partnerships with public and private corporations and other educational institutions, coupled with the mission to offer baccalaureate education to the citizens of the Upstate of South Carolina, led to a name change on June 30, 2004.

As a senior comprehensive public institution of the University of South Carolina, the University's primary responsibilities are to offer baccalaureate education to the citizens of the Upstate of South Carolina and to offer selected master's degrees in response to regional demand. We offer bachelor's degree programs in the liberal arts and sciences, business administration, nursing and teacher education, as well as master's degrees in education. And we continue to create a host of new academic majors each year, most recently information management and systems, nonprofit administration, special education, graphic design, and a master's degree in teaching the visually impaired.

Among the fastest growing universities in South Carolina, USC Upstate boasts two thriving campuses – the 280-acre largely residential campus in Spartanburg and the campus in Greenville for commuting junior and senior-level students.

The Spartanburg campus is a dynamic hub of activity. The Palmetto House, a $15.5 million residential facility for freshman students, boasts single and double occupancy rooms, computer labs, open areas, laundry facilities, postal center and housing management offices. It also provides students with a rich living and learning environment. Students often gather at the Louis P. Howell Athletic Complex, one of the Southeast's top sports venues, to cheer on the Spartans in baseball, softball, tennis and soccer.

USC Upstate is home to 4,600 students from 38 states and 71 nations. It offers challenging, first-rate academic courses, small class sizes, personal experiences, remarkable diversity, an expansive international community, and a dynamic campus life. Our acclaimed and accredited academic programs create real opportunities for our students to build bridges to their future through internships, field service, study abroad, and more.

USC Upstate inspires its students to grow intellectually, culturally, socially and emotionally. Students are also challenged to think critically and to prepare themselves for the professional challenges that lie ahead. As a first-year student, we don't expect you to have all of the answers. That's why we have an extensive network of academic support services to help guide the way, including our innovative Center for Student Success, Opportunity Network, the Writing Lab and Career Center.

Just as it offers academic excellence, USC Upstate also offers a comprehensive athletics program competing on the NCAA Division I level as a member of the Atlantic Sun Conference.

The Spartans currently field 15 varsity sports -- basketball, soccer, tennis, golf, cross country, and track and field for both women and men; baseball for men; and softball and volleyball for women. The USC Upstate athletics department is a diverse, dynamic, and widely successful arm of the university, one that promotes teamwork, leadership, and an overall sense of community both on campus and in the greater Upstate region of South Carolina.

Parallel to the growth and expansion of the University is the steadily climbing base of USC Upstate alumni. Forty years after its founding, USC Upstate boasts an alumni base of more than 16,000; 85 percent of whom remain in the Upstate to build their lives and careers.

Mission Statement

The University of South Carolina Upstate aims to become one of the Southeast's leading "metropolitan" universities—a university that acknowledges as its fundamental reason for being its relationship to its surrounding cities, their connecting corridors and expanding populations.

It aims to be recognized nationally among its peer metropolitan institutions for its excellence in education and commitment to its students, for its involvement in the Upstate, for its operational and managerial effectiveness, for its civility and common purpose, and for the clarity and integrity of its mission.

As a senior comprehensive public institution of the University of South Carolina, the University's primary responsibilities are to offer baccalaureate education to the citizens of the upstate of South Carolina and to offer selected master's degrees in response to regional demand.

Curricula and services are designed for the University's students, four to seven thousand in headcount, who are diverse in background, age, race, ethnicity, educational experience and academic goals. Students are drawn in large proportion from the Upstate where many choose to remain for their careers. A broad range of major curricula are provided in arts and sciences and in professional fields of study required by the regional economy, including business, education, and nursing.

Through on-site instruction including comprehensive programming at the University Center of Greenville, distance learning, continuing education and inter-institutional articulation agreements, both traditional students and working professionals are served regionally.

Consistent with the international character of the Upstate, the University promotes global perspectives across its programs, and, supporting the regional employment objectives of most of its students, it provides extensive experiential learning opportunities.

The University's metropolitan mission rests upon a foundation of partnerships with the education, corporate and service organizations of the Upstate. The USC Upstate faculty provides leadership in promoting the Upstate's economic, social and cultural development through its teaching, professional service, basic and applied scholarship/research, and creative endeavors.

USC Upstate strives to prepare its students to participate as responsible citizens in a diverse, global, and

knowledge-based society, to pursue excellence in their chosen careers and to continue learning throughout life.

Vision Statement

USC Upstate will emerge as "the metropolitan university of South Carolina" and one of the leading metropolitan universities of the Southeast, recognized as a center of superb teaching, experiential learning, regional partnerships, international opportunity, cultural diversity, and dynamic community activity.

History

The history of the University of South Carolina Upstate is a chronicle of remarkable development. In 1967, the university was founded in response to efforts undertaken by G.B. Hodge, M.D., together with fellow members of the Spartanburg County Commission for Higher Education, and a remarkably strong founding faculty primarily to avert a serious health care labor shortage crisis when Spartanburg General Hospital announced plans to eliminate its diploma program for registered nurses. A citizen's committee investigated the situation and ultimately requested that Spartanburg be included in the University of South Carolina system.

The Spartanburg Regional Campus, as it was first known, opened its doors in the fall of 1967 to 177 students on the first floor of the Spartanburg General Hospital nursing residence. Enrollment continued to increase, which resulted in the school becoming a four-year university in 1975 and being renamed the University of South Carolina Spartanburg.

Since its founding, USC Upstate has grown from a small, two-year campus into one of the leading metropolitan universities in the Southeast. This growth has been a direct response to the needs of the Upstate — a tradition that began with the University's creation. The University has expanded well beyond nursing to include 40 bachelor's programs in the liberal arts, sciences, business, information management and systems, teacher education and nursing. In 1994, the University moved to the graduate level, with master's degree programs in elementary education and early childhood education.

The University's numerous partnerships with public and private corporations and other educational institutions, coupled with the mission to offer baccalaureate education to the citizens of the Upstate of South Carolina, led to a name change. On June 30, 2004, with USC Board of Trustees approval, USCS changed its name to the University of South Carolina Upstate.

Accreditation

The University of South Carolina Upstate is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Ga. 30033-4097: Telephone 404-679-4501) to award associate, baccalaureate and master's degrees. Business programs are accredited by AACSB International—The Association to Advance Collegiate Schools of Business (600 Emerson Road, Suite 300, St. Louis, Mo. 63141-6762; Telephone 314-872-8481). Nursing programs are accredited by the National League for Nursing Accrediting Commission (61 Broadway, New York, N.Y. 10006; Telephone 1-800-669-1656: E-mail custhelp@nln.org).

Undergraduate education programs are accredited by the National Council for Accreditation of Teacher Education (2010 Massachusetts Ave. N.W., Suite 500, Washington D.C. 20036-1023; Telephone 202-466-7496). The Bachelor of Science in Computer Science program is accredited by ABET—Accreditation Board for Engineering and Technology Inc. (111 Market Place, Suite 1050, Baltimore, Md. 21202-4002; Telephone 410-347-7700).

Public Service

In addition to academic excellence, USC Upstate is dedicated to public service activities. Among the University's initiatives in this area:

USC Upstate administers **ACHIEVE**, a youth GED and employment program, in Cherokee, Spartanburg and Union counties. The program provides employability training and job placement, instruction and career activities for high school dropouts.

Opportunity Network is a student support services program at USC Upstate made possible through a federal grant from the U.S. Department of Education. Earning an undergraduate degree can be extremely challenging, and Opportunity Network offers support to students as they transition from high school to college and beyond. The program provides a wide variety of services, programs and support to assist college students as they strive to achieve their educational goals. Some of the specific services available are academic advising, tutoring and mentoring, study skills workshops, cultural events, financial aid assistance and graduate school advising. First generation colleges students, low-income and/or students with a learning or physical disability may qualify for the program. Students who think they may be eligible to participate should visit www.uscupstate.edu/opportunitynetwork.html for more information.

Thousands of public school students have participated in programs such as the **Piedmont Regional Science Fair,** an annual writing and art competition, and **History Day**.

Each year the University offers a wide range of art exhibits, special lectures, music concerts, plays, and other special events for students and the community. Admission to these events is either free or at a nominal charge.

Center for International Studies

The Center for International Studies provides enhanced international experiences for USC Upstate students and faculty members as well as interaction between the University and the international community. The Center assists with language development and translation services

on and off campus. Due to reciprocal agreements with various universities abroad, USC Upstate offers students and faculty opportunities to study or pursue projects abroad. For international students, the Center provides curricular, personal and cultural assistance. International students should contact the Center for International Studies shortly after their arrival on campus for orientation and information relevant to beginning their college careers.

Center for Student Success

The Center for Student Success is a comprehensive academic support office on campus to assist students. Its principal mission is to work with the USC Upstate community to promote student persistence by offering skilled advisement, tutoring, retention-related instruction, and other activities that clarify students' academic goals and enhance their ties to USC Upstate. The Center offers an array of services to assist students in their daily academic demands, such as free tutorial services, study skills and time management assistance, facilitation of study groups and Supplemental Instruction for difficult courses, one-on-one consultations with students, referrals to other USC Upstate services, and much more. The Center also works closely with faculty and staff through its University 101 program for freshmen, the Early Intervention Program, and with classroom presentations and workshops as requested.

Center for Undergraduate Research and Scholarship (CURS)

The Center for Undergraduate Research and Scholarship provides programs and incentives to enhance the educational and professional development of USC Upstate students by supporting student-based research, scholarly, or creative activities. This Center provides, on a competitive basis, logistic and monetary support for the pursuit of student projects performed under the guidance of USC Upstate faculty, staff, and/or community professionals from throughout the Upstate region. The Center also assists students in traveling to professional meetings to present their work/findings, assists faculty/staff who involve students in their research programs, and assists in arranging internships and directed studies for students in order to better prepare them for their future professional careers.

Veterans Affairs

Students eligible to receive veterans' educational benefits should contact the veterans' coordinator located in the records office. Students receiving veterans' benefits are required to report any changes in curriculum, including courses dropped or added, absences and withdrawal. Failure to report such changes results in termination of benefits.

Student Services

Bookstore

The USC Upstate Bookstore, located on the second floor of the Campus Life Center, carries textbooks, supplementary materials and supplies, clothing, items featuring the university name and logo, software, computers, magazines, newspapers, and student identification cards. It also houses the Spartanburg office of the Carolina Collegiate Federal Credit Union. The bookstore maintains a Web page at www.upstatebookstore.com that provides e-commerce and news on events and specials.

Identification Cards

The USC Upstate Bookstore provides identification cards for all students at USC Upstate. Each student will be provided the first ID card at no cost but each additional card will cost $10. Cards are automatically activated each semester when fees are paid. During a student's tenure at USC Upstate, the initial card is a valid one. ID cards are required to check out books in the library as well as for entry at certain events.

Career Center

The Career Center, a division of Academic Affairs, assists students in obtaining gainful employment during their tenure at the University as well as full-time placement after graduation. We provide valuable information regarding resume' and cover letter preparation, interviewing techniques and other tips to assist students with their career goals. Through Internet searches, students can research information regarding employment trends, internships, and other career-related issues by accessing the computer lab in the Career Center Library. Students are encouraged to register on MonsterTRAK, which links them online to placement assistance for on- and off-campus employment as well as internship opportunities.

Child Care

Children from 3 months to 6 years of age can be enrolled at the NAEYC accredited Burroughs Child Development Center. The Center is open from 7:30 a.m. to 5:30 p.m. weekdays and serves children of students, staff and faculty. Full- and part-time care is available.

Dining Services

Food services management operations are contracted through Sodexho Campus Services. The Dining Services administrative office is located on the first floor of the Campus Life Center, adjacent to the cafeteria. A variety of food choices are available and may be purchased with cash, a declining-balance plan, or with a cost-saving meal plan. A valid University ID is required for all meal plan or declining-balance purchases. Meal plan contracts must be renewed each semester.

Additional services include MochaPelli's, located in the Smith Building, and catering services for campus-related events, including those sponsored by the community on our campus. Students residing on campus are required to purchase a meal plan. The Office of Dining Services offers employment opportunities for students with flexible hours, free meals and good pay.

Intercollegiate Athletics

USC Upstate has a broad-based intercollegiate athletic program for men and women. USC Upstate teams compete in NCAA Division II's Peach Belt Conference, which includes 11 other state-assisted schools in the Carolinas and Georgia. The University fields 11 varsity

teams — basketball, soccer, golf and tennis for men and women in addition to baseball, softball and volleyball.

The Campus

Located conveniently along the thriving economic I-85 corridor between Atlanta and Charlotte, USC Upstate is set in the picturesque foothills of the Blue Ridge Mountains. The 280-acre campus features many new and sophisticated facilities.

Administration Building. Opened in 1969 and renovated in 1988, this 41,000-square-foot building was the first facility constructed on the USC Upstate campus. It houses administrative offices, including the admissions and financial aid offices, in addition to classrooms.

G.B. Hodge Center. Opened in 1973 and later expanded, the 45,000-square-foot Hodge Center houses classrooms, academic offices, a 1,650-seat gymnasium, an auxiliary gym, a weight room and athletics department offices. The building is named for Dr. G.B. Hodge, chairman emeritus of the Spartanburg County Commission for Higher Education.

Media Building. This 44,000-square-foot building, opened in 1978, houses classrooms, academic offices, the Advanced Digital Media Lab, and the studios of WRET-TV, a station of the South Carolina Educational Television Network.

Mary Black School of Nursing. Opened in 1982, this 26,066-square-foot facility houses the offices, classrooms, laboratories and auditorium of the Mary Black School of Nursing. The School and building were named in appreciation of the generosity of the late Mrs. Mary Black Phillips and the late Miss Rosa Black, whose contributions played a key role in securing the funds for the building.

University Police and Health Services. These two departments are housed in Building 1 of Palmetto Villas.

Burroughs Child Development Center. Opened in 1976, the Center provides care for pre-school children, and gives students in the School of Education an opportunity to work with and observe young children. It is named for the late William J. Burroughs, who was a founding member of the Spartanburg County Commission for Higher Education in 1967.

Susan B. Jacobs Arboretum. The 12-acre arboretum, named for Susan B. Jacobs who is a graduate of The Mary Black School of Nursing at USC Upstate, is located north of the Campus Life Center along Pollywood Creek. It features a 300-seat amphitheatre, lighted walkways, and foliage indigenous to the area. The Arboretum serves as the center of gravity for campus life and student activities and provides a place for relaxation, for the enjoyment and advancement of academic studies, for contemplation and reflection, and for cultural, social and entertainment events.

Palmetto House. The $15 million, 105,000-square-foot facility opened in January 2004 provides housing for 348 freshman. The complex consists of single and double occupancy rooms, open areas, and three recreation rooms. Each hall features a private study area and laundry facilities. This co-educational facility features controlled access, full sprinkler system, Internet access, cable television, computer lab, green space, and adjacent parking.

Palmetto Villas. The University obtained ownership of this 12-building apartment complex in 1997. Each two-bedroom unit is furnished, air-conditioned, and has a kitchen with stove, refrigerator, dishwater and disposal. All units are networked as part of the USC Upstate system. A recreation area with pool, laundry and basketball and volleyball courts is available. University Commons houses 348 upperclassman.

John M. Rampey Center. Opened in 1992, this 6,200-square-foot facility is primarily used for professional development and corporate training and continuing education classes. No academic classes utilize this facility.

The Louis P. Howell Athletic Complex. The Athletic Complex is located in the northern section of the campus and includes the County University Soccer Stadium, Spartanburg County Youth Soccer Fields, Cleveland S. Harley Baseball Stadium, Cyrill Softball Stadium and Tennis Complex. These facilities are part of the recent construction and expansion efforts, which brings all athletic venues on campus, thus creating a greater sense of a campus community.

Outdoor Recreational Facilities. A 1.3-mile passage of the Palmetto Trail begins at the Louis P. Howell Athletic Complex and leads into a wooded forest on the banks of the Lawson's Fork Creek. Only hikers and bikers may use this section of the trail. Several other trails wind through the campus and more are currently under development. The USC Upstate Challenge Course seeks to give students the opportunity to sharpen interpersonal skills through the facilitation of various activities and groups. Other recreation sites include intramural fields adjacent to the Palmetto House, and five fields used primarily for recreational soccer and similar use located on the west side of the campus.

University Readiness Center. Opened in 2003, this 50,000-square-foot facility is situated on a 12-acre site on the northern side of the campus. It provides office space for the South Carolina National Guard, multi-purpose meeting space, classrooms, hospitality rooms, full kitchen facilities, and dressing rooms for athletic teams using the Louis P. Howell Athletics Complex.

Campus Life Center. This 55,000-square-foot facility is the center of campus activity and the focal point of future growth onto the North Campus. The CLC houses Dining Services, the Bookstore, Student Affairs, the Counseling and Career Services Center, student organization offices, student publication offices, several meeting rooms, a computer lab and an automated teller machine. It is a gathering place for student organization and community meetings, receptions and other events.

Kathyrn Hicks Visual Arts Center. Renovated in the summer of 2003, this facility provides space

for art studios, graphic design, art imaging laboratory, sculpturing, printmaking, classrooms, faculty offices and exhibitions.

Humanities and Performing Arts Center. Opened in 1990, this building features a 450-seat theater with a hydraulic pit lift, superb acoustics, and a fully rigged fly loft. The 54,000-square-foot building also houses classrooms, academic offices, a music recital hall, private practice rooms, art studios, an art gallery, foreign language and journalism labs.

Horace C. Smith Science Building. Opened in 1985, the 60,000-square-foot facility is home to academic offices, science laboratories and classrooms.

Library. This 68,300-square-foot building, opened in 1977, houses a library with a collection of more than 235,000 volumes, academic offices and classrooms. On the lower level, with a separate entrance, is the Tukey Theater, a 140-seat lecture hall named for the late Richard E. Tukey, who as head of the Spartanburg Chamber of Commerce was one of the community leaders instrumental in the establishment of USC Upstate.

Health Education Complex. Construction is currently underway on this 150,000-square-foot building. It will house the Mary Black School of Nursing, School of Education, Enrollment Services, and Bookstore. Additionally a Wellness/Fitness Center – including a pool, racquetball and basketball courts, running track, climbing wall, and aerobics facilities – will provide first-rate recreation, exercise, and instructional and research opportunities for the campus community.

DIRECTIONS TO CAMPUS

From U.S. Hwy. 176/I-585 northbound – Take the East Campus Boulevard exit. Go right at the end of the exit ramp onto East Campus Boulevard. The campus is on the left.

From U.S. Hwy. 176/I-585 southbound – Take the East Campus Boulevard exit. Go left at the end of the exit ramp onto East Campus Boulevard. The campus is on the left.

From Business I-85 northbound – Use Exit 5-B, Milliken Road. Proceed along the frontage road parallel to Business I-85 to the Milliken Bridge over Business I-85, and turn left crossing over Business I-85. At the four-way STOP at the end of the bridge, continue straight onto North Campus Boulevard into campus.

From Business I-85 southbound – Use Exit 6, SC 9. Proceed along the frontage road for approximately 1/2 mile being careful not to re-enter Business 85. Turn right at the Milliken Bridge and follow North Campus Boulevard to the campus.

From I-85 in either direction – Use Exit 72 onto U.S. 176 toward Spartanburg. Take the East Campus Boulevard exit. Go left at the end of the exit ramp onto East Campus Boulevard. The campus is on the left.

From I-26 in either direction – Exit onto I-85 northbound, and follow the above directions. Using I-85 instead of Business I-85 is the preferable route.

Campus map on next page

Campus Map Legend

1. Administration Building
2. Library
3. Richard E. Tukey Theatre
4. Horace C. Smith Science Building
5. Art Gallery
6. Humanities & Performing Arts Center
7. Kathryn Hicks Visual Arts Center
8. Campus Life Center
9. Mary Black School of Nursing
10. School of Business / School of Education
11. Media Bldg /WRET-TV
12. G.B. Hodge Center / Gymnasiums
13. University Police / Health Services
14. Burroughs Child Development Center
15. Palmetto Villas
16. Palmetto House
17. Susan Jacobs Arboretum
18. John M. Rampey Center
19. Louis P. Howell Athletic Complex
20. Cyrill Softball Stadium
21. Cleveland S. Harley Baseball Park
22. County University Soccer Stadium
23. Tennis Complex
24. University Readiness Center
25. Smith Farmhouse / Special Events
26. Spartanburg County Youth Soccer Fields
27. Support Facility / Central Receiving / Postal Services
28. Facilities Management Complex
29. Honors House
30. Academic Annex
31. Health Education Complex (future)
32. Palmetto Landing

updated 3.2.07

Greenville Campus

USC Upstate Greenville Campus

The University of South Carolina Upstate's Greenville Campus is located at the University Center of Greenville, a nonprofit consortium of higher education institutions dedicated to increasing access to educational opportunities for the citizens of the Greater Greenville Metropolitan Area of South Carolina. Located at 225 South Pleasantburg Drive in McAlister Square, the University Center is a state-of-the-art teaching and learning center designed to serve traditional, undergraduate students as well as adults who want to pursue four-year or graduate-level degrees. Courses are offered in both day and evening.

In addition to the University of South Carolina Upstate, six universities are partners in the University Center: Clemson University, Furman University, Lander University, the Medical University of South Carolina, South Carolina State University and the University of South Carolina Columbia.

The University of South Carolina Upstate offers course work for the following degree programs:

Bachelor of Science in Criminal Justice — Day Program

The Bachelor of Science in Criminal Justice is designed to provide current and future criminal justice professionals with the educational background necessary to be successful in a criminal justice career, graduate school or law school. Students entering the criminal justice program at USC Upstate in Greenville begin at the junior level with courses in the study of crime, criminals, courts, policing, corrections and victims. The program involves the study of both theory and practice. A strong experiential component to the criminal justice program provides students with "real world" experience, including the opportunity to participate in summer field study programs. Students have the opportunity to complete internships with approved criminal justice agencies. Interns may work with federal, state or local law enforcement, community corrections programs, victim assistance programs, juvenile justice programs, private investigation firms, solicitors' offices, public defenders' offices, or other branches of the court system.

Bachelor of Arts in Computer Information Systems — Evening Program

The Bachelor of Arts in Computer Information Systems (CIS) is ideal for students who seek challenging careers in information technology (IT). The program provides rigorous and comprehensive instruction in all facets of information technology under two main focus areas: Networking & Information Security (NIS) and System Analysis (SA). In particular, the Networking & Information Security Focus emphasizes the connectivity, security, and in general, IT infrastructures in a corporate environment. Exciting courses in NIS include Advances Computer Security and Information Assuruance, Advanced Networking, Digital Forensics, Cryptography, Wireless Networking, and Distributed and Network Programming. Career choices for graduates of NIS include many "hot jobs" such as network administrators, system administrators, security specialists, database administrators, and IT managers. Students who preer a career in system analysis and software design and development may want to choose the System Analysis Focus, with practical courses such as Object Oriented Analysis and Design, Data Stuctures and Algorithms, and Web Application Development, and a strong core of supporting courses in business administration. SA graduates are well prepared to develop software solutions for business and industries. Students in both NIS and SA are required to take Business courses such as Organizational Management & Behavior and Business Information System to make sure they can effectively integrate IT solutions into business operations to achieve business objectives. Students with transfer coursework in computer/electonic engineering or computer technology should consider this degree. The degree also offers an opportunity for adults already working in information technology to update, continue their education, and to expand career opportunities. Please visit http://cs.upstate.edu for details.

Bachelor of Arts in Information Management and Systems — Late Afternoon and Evening Programs (including online and teleconference courses)

The Bachelor of Arts in Information Management and Systems degree is designed to position graduates at the forefront of information creation, access, analysis, and dissemination. Graduates enjoy information systems management careers in areas such as business, healthcare organizations, government agencies, and educational institutions. The multidisciplinary degree integrates an understanding of computer science, information science, telecommunications, discipline-specific data, information administration, and an ability to recognize relationships between technical systems and social structures. Courses emphasize basic quantitative and qualitative techniques, business functions, effective communications skills, and proactive team interactions. Concentration areas allow students to focus on the application of technology in one of four fields—business, communication, education and healthcare.

Bachelor of Science in Nursing — Day Program

The Bachelor of Science in Nursing degree prepares the graduate to enter the discipline of professional nursing through education in clinical competencies and technical skills, as well as professional values and role development, on a foundation of prerequisite liberal arts and science. The program offers two tracks of study: the junior and senior years for students planning a career in professional nursing and an accelerated RN-BSN track for registered nurses who have graduated from associate degree or diploma programs in nursing. The curriculum is designed to prepare graduates who use critical thinking, effective communication, and professional behavior in the provision of safe, competent, and holistic nursing care in a variety of acute care and community health settings. Experienced academic and clinical faculty provide students opportunities to learn health promotion, illness

management, health care technologies and evidence based clinical practice. The bachelor's degree positions the graduate for advancement in nursing practice and serves as a basis for graduate study in nursing.

Bachelor of Science in Business Administration with concentrations in:

Management Accounting — Evening Program and General Business Administration

— Day and Evening Programs

The Bachelor of Science in Business Administration allows students the opportunity to work toward a variety of career goals in management accounting and general business administration. Quality across the curriculum is a priority, and to ensure that the highest standards are consistently met, the School of Business Administration and Economics completed the rigorous process of earning accreditation from AACSB International, The Association to Advance Collegiate Schools of Business. Accreditation by AACSB is regarded internationally as an indication of excellence in instruction and training. Fewer than 15 percent of business programs worldwide have earned this prestigious seal of approval. Earning a business degree from USC Upstate will allow students to rightfully claim to be a graduate of a internationally recognized program.

Bachelor of Science in Engineering Technology Management — Evening Program

The Bachelor of Science in Engineering Technology Management (ETM) was designed for engineering technology associate's degree holders who wish to earn a bachelor's degree with only an additional two years of coursework. Students enroll in the program if they possess or are near completion of an associate degree in engineering technology. The program is ideal for technicians who desire the management skills necessary to be an effective interface between technicians and upper managers. It uses a comprehensive blend of management, business, economics, and communications courses to build a layer of management knowledge and skills on students' technical foundation. ETM courses include cost analysis, work analysis, systems decision making, quality practices and project management. Industry projects integrated with traditional coursework enable students to apply theory in realistic management situations. The ETM degree will open doors for advancement and give students the ability and confidence to step through those doors.

Bachelor of Arts or Bachelor of Science in Interdisciplinary Studies

—Day and Evening Programs

The Interdisciplinary Studies major provides a degree opportunity to students whose educational backgrounds or life and career plans are non-traditional. With the help of an advisor, students design individualized programs of study combining coursework in a variety of disciplines not possible in other degree programs and may take advantage of 36 elective hours to explore many different courses of study or to concentrate in one selected discipline.

Education Programs

USC Upstate in Greenville offers instruction in early childhood education, elementary education, middle grades education and special education: learning disabilities. Although the curriculum and requirements of each program are different, the overriding philosophy of each is common—to prepare students to be reflective practitioners of teaching, with the knowledge, skills, and dispositions necessary to meet the needs of all learners in today's public school classrooms. USC Upstate in Greenville students develop leadership skills to reinvigorate schools, promote business and school partnerships, and ensure quality education for all students.

Bachelor of Arts in Early Childhood Education

— Day Program

The Bachelor of Arts in Early Childhood Education provides preparation for teaching in four- and five-year kindergartens and in grades 1-3. The professional sequence provides content and direct opportunities for field experience. The final semester is a full-time student teaching assignment one-half of which is in a pre-primary (4K or 5K) setting and the other in a primary setting (grades 1, 2, or 3).

Bachelor of Arts in Elementary Education

— Day Program

The Bachelor of Arts in Elementary Education prepares students to teach in grades 2-6. The program at USC Upstate in Greenville consists of professional educational preparation and direct opportunites for field experience. During the semester in which students are enrolled in directed teaching, they spend each school day for a period of 15 weeks in the elementary or middle school to which they are assigned. Students spend half of their directed teaching experience at one grade level and half at another.

Bachelor of Arts in Middle Grades Education

— Day Program

The program in Middle Grades Education prepares students to teach in grades 5-8. This is achieved through the core of general liberal arts coursework, professional education coursework, clinical experiences, student teaching in middle school settings, and intensive study in two areas of academic concentration.

Bachelor of Science in Special Education: Learning Disabilities — Day Program

The Bachelor of Science in Special Education: Learning Disabilities prepares future teachers to serve the needs of special education students with learning disabilities in both traditional classrooms and special education resource rooms. Preparation for teaching students with learning disabilities emphasizes appropriate services, curricula, assessment, and instruction required to facilitate participation in the K-12 general education curriculum. Technology, collaborative and consultation skills, applications of research, and parent consultation skills are stressed throughout the program.

Information on each of the programs offered by USC Upstate in Greenville may be obtained by calling the USC Upstate Office Greenville Campus at 864-552-4242, or 864-503-5496. An advisor will be available to provide transcript evaluation and to help students develop a program of study.

Admissions

Undergraduate Admission

The University of South Carolina Upstate seeks to enroll students who will benefit from and contribute to the University. USC Upstate encourages all qualified students to apply for admission. Candidates for admission should possess the academic background to indicate the potential for collegiate success. Admission to USC Upstate does not guarantee or imply admission to any university program. The University of South Carolina is committed to the policy and practice of affirmative action and equal opportunity in education for all qualified persons regardless of race, color, religion, sex, disability or national origin.

Requests for undergraduate application forms and catalogs should be addressed to the Office of Admissions. The Office of Admissions is open Monday through Friday and is located on the second floor of the Administration Building.

Phone: 864-503-5246 Spartanburg
864-271-9111 Greenville
1-800-277-8727 Elsewhere

Fax: 864-503-5727

E-Mail: admissions@uscupstate.edu

Home Page: www.uscupstate.edu

Application Procedures

1. Application
Prospective students should submit a completed application to the Office of Admissions with a non-refundable $40 application fee.

2. Transcripts
All freshman applicants must submit transcripts of their high school record from the present or last high school attended. Applicants who attend a post-secondary institution while in high school or during the summer are classified as freshmen. However, official transcripts of the college work must be submitted. Transfer applicants must submit a transcript mailed directly to the USC Upstate Office of Admissions from ***each*** college attended. Transfer students with less than 30 semester hours of college credit are required to submit a high school transcript. It is the applicant's responsibility to have the required documentation forwarded to the Office of Admissions. All transcripts become permanent records of USC Upstate and will not be forwarded or returned.

3. Test Scores
All applicants who are 21 years of age or younger, with the exception of transfer applicants who have completed at least 30 semester hours of college credit, must submit results of the Scholastic Assessment Test (SAT) or the American College Testing program (ACT).

4. Interviews and Campus Visits

Although not required, students are encouraged to visit USC Upstate to meet with university representatives and tour the campus. Appointments should be scheduled by calling the Office of Admissions.

Each applicant will be notified when an application for admission is received by the Office of Admissions and an admission decision will be made upon receipt of required documents. Decisions for admission are made on a rolling basis.

Categories of Admission

I. Degree-Seeking Admission

A. Freshman Admission

a. High school diploma or equivalent (GED certificate)
b. Scholastic Assessment Test (SAT) scores or American College Testing Program (ACT) scores

Non-traditional or Adult Students
Applicants who are 22 years of age or older are not required to submit SAT/ACT scores. However, students should present evidence of ability for academic success. Applicants who are interested in receiving credit by exam, military credit or credit for non-collegiate programs should refer to page 56 for more information.

Freshman High School Course Requirements
Students should prepare for the challenges at USC Upstate by taking a rigorous academic curriculum while in high school. Students who graduated from high school in 2001 or after are required to have completed the following high school units:

Area	*Units*	*Description*
English	4	At least two units having strong grammar and composition components; at least one unit in English literature; and at least one unit in American literature (completion of college preparatory English I, II, III and IV will meet requirements).
Mathematics	3	Algebra I & II; geometry, a fourth unit is strongly recommended. Applied Math I & II may substitute for Algebra I if Algebra II is successfully completed.
Laboratory Science*	3	Two units must be taken in two different fields such as biology, chemistry or physics. The third may be from the same field as one of the first two or from any lab science where biology and chemistry is a prerequisite.

continued on next page

continued

Foreign Language	2	Two units of the same foreign language. A third is strongly recommended.
U.S. History	1	
Social Studies	2	Economics and Government are strongly recommended.
Physical Education or ROTC	1	
Electives*	4	From at least three different fields. You may select from computer science, English, fine arts, humanities, math (above Algebra II), social science, foreign language and other college preparatory courses

** Students who graduated from high school between 1988-2000 must meet the above requirements. However, these students need 2 rather than 3 laboratory sciences and 1 rather than 4 electives.*

Assessment of Academic Records

Freshman applicants who satisfy the course requirements listed above will be evaluated on the basis of high school curriculum, grades, and SAT or ACT scores. These factors will be used to determine the applicant's probability of success during the freshman year.

Exception to admissions requirements will be considered for applicants who can present extenuating circumstances. Where appropriate, the admissions office will refer such cases to the faculty admissions and petitions committee.

Typically, any student admitted with a high school course deficiency will be required to successfully complete an equivalent course in their first 30 semester hours of coursework at USC Upstate.

B. Transfer Admission

A transfer applicant is a student who has attended another post-secondary institution after graduation from high school regardless of the amount of credit earned at that institution. Applicants must submit transcripts of all previous college courses whether or not credit was earned and regardless of whether the applicant wishes to transfer any credit. Failure to report all colleges attended may constitute immediate cancellation of admission and/or registration. Transfer requirements are listed below.

a. A minimum 2.0 cumulative GPA in all previous college-level course work.
b. Evidence that the applicant is academically and otherwise eligible to return to the last institution attended.
c. If fewer than 30 semester hours of college-level work have been completed, the applicant must meet both freshman and transfer requirements.

Transfer applicants who have not attended school for two years or longer and are at least 22 years of age, may be eligible for probationary admission even if they do not meet GPA requirements. Students who are on academic probation must obtain at least a 2.0 average on the first 12 or more grade hours attempted under this status. These hours may be taken over more than one semester. Students failing to meet this requirement are suspended. Students who leave the University without completing a term of probation, and are absent for three or more years, will begin a new term of probation upon readmission.

Transfer students are informed by the Admissions Office, dean or division chair of their major of the amount of credit which will transfer, usually prior to enrollment, but at least prior to the end of the first academic term in which they are enrolled.

Transfer Credit

The transcript of a transfer student is evaluated by the dean of the school or college in which he or she matriculates. If no major or an undeclared major is indicated at the time of application, the transcript will be evaluated in the Office of Academic Advising.

USC Upstate does not limit the number of hours transferred for degree credit from a senior college that is accredited by a regional association such as the Southern Association of Colleges and Schools. A maximum of 76 semester hours may be transferred for degree credit from a junior college or two-year institution that is accredited by a regional accrediting association. USC Upstate requires that every student meet the academic residency requirements (page 59) before a degree is awarded.

A student transferring from a four-year institution not accredited by the appropriate regional accrediting association may validate hours earned at the nonaccredited institution by successful completion of 15 hours at USC Upstate with a minimum 2.0 GPA. Credits earned at two-year nonaccredited institutions may be validated by examination. Exemption credit or acceptance of transfer credit by another college has no bearing on the evaluation of transfer credit at USC Upstate.

As a general rule, some courses are not acceptable in transfer to USC Upstate or to the other campuses of the University of South Carolina. Included are occupational or technical courses, remedial courses, courses from a two-year college that are considered upper-level at the University, or courses from a two-year college that are not part of that institution's college transfer program. Exceptions to this rule may be made only by the dean of the student's school or college or by the vice chancellor for academic affairs. Exceptions are made only in specific cases where the courses being considered for transfer are judged to be uniquely relevant to the student's degree program.

A course completed at another college or university in which a student earns a grade below C cannot be transferred. USC Upstate uses all grades (with the exception of grades for remedial courses and courses taken on a pass-fail basis) listed on transcripts of other institutions in

the calculation of the transfer GPA. Therefore, the GPA as calculated by USC Upstate may be different than the one appearing on the transcript of another institution. A GPA calculated by USC Upstate will be used in determining admission to USC Upstate or to a particular program.

TRANSFER: State Policies and Procedures

Regulations and Procedures for Transfer in Public Two-Year and Public Four-Year Institutions in South Carolina Mandated by Act 137 of 1995

BACKGROUND

Section 10-C of the South Carolina School-to-Work Transition Act (1994) stipulates that the Council of College and University Presidents and the State Board for Technical and Comprehensive Education, operating through the Commission on Higher Education, shall develop better articulation of associate and baccalaureate degree programs. To comply with this requirement the Commission, upon the advice of the Council of Presidents, established a Transfer Articulation Policy Committee composed of four-year institutions' vice presidents for academic affairs and the associate director for instruction of the State Board for Technical and Comprehensive Education. The principal outcomes derived from the work of that committee and accepted by the Commission on Higher Education on July 6, 1995, were:

An expanded list of 86 courses which will transfer to four-year public institutions of South Carolina from the two-year public institutions; a statewide policy document on good practices in transfer to be followed by all public institutions of higher education in the State of South Carolina, which was accepted in principle by the Advisory Committee on Academic Programs and the Commission; six task forces on statewide transfer agreements, each based in a discipline or broad area of the baccalaureate curriculum.

In 1995, the General Assembly passed Act 137 which stipulated further that the South Carolina Commission on Higher Education "notwithstanding any other provision of whom to the contrary, shall have the following additional duties and functions with regard to the various public institutions of higher education." These duties and responsibilities include the Commission's responsibility "to establish procedures for the transferability of courses at the undergraduate level between two-year and four-year institutions or schools." This same provision is repeated in the legislation developed from the Report of the Joint Legislative Study Committee, which is now moving through the General Assembly during the 1996 session.

Act 137 directs the Commission to adopt procedures for the transfer of courses from all two-year public to all four-year public institutions of higher education in South Carolina. Proposed procedures are listed below. Unless otherwise stated, these procedures shall become effective immediately upon approval by the Commission and shall be fully implemented, unless otherwise stated, by September 1, 1997.

STATEWIDE ARTICULATION OF 86 COURSES

1. The Statewide Articulation Agreement of 86 courses approved by the South Carolina Commission on Higher Education for transfer from two- to four-year public institutions shall be applicable to all public institutions, including two-year institutions and institutions within the same system. In instances where an institution does not have synonymous courses to ones on this list, it shall identify comparable courses or course categories for acceptance of general education courses on the statewide list. (See pages 23-24 for course listings.)

ADMISSIONS CRITERIA, COURSE GRADES, GPAs, VALIDATIONS

2. All four-year public institutions shall issue annually in August a transfer guide covering at least the following items:

A. The definition of a transfer student and requirements for admission both to the institution and, if more selective, requirements for admission to particular programs.

B. Limitations placed by the institution or its programs for acceptance of standardized examinations (e.g., SAT, ACT) taken more than a given time ago, for academic course work taken elsewhere, for course work repeated due to failure, for course work taken at another institution while the student is academically suspended at his/her home institution, and so forth.

C. Institutional and, if more selective, programmatic maximums of course credits allowable in transfer.

D. Institutional procedures used to calculate student applicants' GPAs for transfer admission. Such procedures shall describe how nonstandard grades (withdrawal, withdrawal failing, repeated course, etc.) are evaluated; and they shall also describe whether all course work taken prior to transfer or just course work deemed appropriate to the student's intended four-year program of study is calculated for purpose major.

E. Lists of all courses accepted from each technical college (including the 86 courses in the Statewide Articulation Agreement) and the course equivalencies (including & "free elective"; category) found on the home institution for the courses accepted.

F. Lists of all articulation agreements with any public South Carolina two-year or other institution of higher education, together with information about how interested parties can access these agreements.

G. Lists of the institution's Transfer Officer(s) personnel together with telephone and fax numbers and office address and e-mail address.

H. Institutional policies related to "academic bank ruptcy" (i.e., removing an entire transcript or parts thereof from a failed or underachieving record after a period of years has passed) so that reentry into the four-year institution with course credit earned in the interim elsewhere is done without regard to the student's earlier record.

I. "Residency requirements" for the minimum number of hours required to be earned at the institution for the degree.

3. Course work (individual courses, transfer blocks, statewide agreements) covered within these procedures shall be transferable if the student has completed the course work with a "C" grade (2.0 on a 4.0 scale) or above, but transfer of grades does not relieve the student of the obligation to meet any GPA requirements or other admissions requirements of the institution or program to which application has been made.

A. Any four-year institution which has institutional or programmatic admissions requirements for transfer students with cumulative grade point averages (GPAs) higher than 2.0 on a 4.0 scale shall apply such entrance requirements equally to transfer students from regionally accredited South Carolina public institutions regardless of whether students are transferring from a four-year or two-year institution.

B. Any multi-campus institution or system shall certify by letter to the Commission that all course work at all of its campuses applicable to a particular degree program of study is fully acceptable in transfer to meet degree requirements in the same degree program at any other of its campuses.

4. Any course work (individual courses, transfer blocks, statewide agreements) covered within these procedures shall be transferable to any public institution without any additional fee and without any further encumbrance such as a "validation examination," "placement examination/instrument," "verification instrument," or any other stricture, notwithstanding any institutional or system policy, procedure, or regulation to the contrary.

TRANSFERBLOCKS,STATEWIDEAGREEMENTS, COMPLETION OF THE AA/AS DEGREE

5. The following Transfer Blocks /Statewide Agreements taken at any two-year public institution in South Carolina shall be accepted in their totality toward meeting baccalaureate degree requirements at all four-year public institutions in relevant four-year degree programs, as follows:

Arts, Humanities, and Social Sciences : Established curriculum block of 46-48 semester hours.

Business Administration: Established curriculum block of 46-51 semester hours.

Engineering: Established curriculum block of 33 semester hours.

Science and Mathematics: Established curriculum block of 51-53 semester hours.

Teacher Education: Established curriculum block of 38-39 semester hours for Early Childhood, Elementary, and Special Education students only. Secondary education majors and students seeking certification who are not majoring in teacher education should consult the Arts, Humanities, and Social Sciences or the Math and Science transfer blocks, as relevant, to assure transferability of course work.

*Nursing: By statewide agreement, at least 60 semester hours shall be accepted by any public four-year institution toward the baccalaureate completion program (BSN) from graduates of any South Carolina public associate degree program in nursing (ADN), provided that the program is accredited by the National League of Nursing and that the graduate has successfully passed the National Licensure Examination (NCLEX) and is a currently licensed Registered Nurse.

6. Any "unique" academic program not specifically or by extension covered by one of the statewide transfer blocks/agreements listed in #4 above shall either create its own transfer block of 35 or more credit hours with the approval of CHE staff or shall adopt either the Arts/Social Science/Humanities or the Science/Mathematics block by September, 1996. The institution at which such program is located shall inform the staff of the CHE and every institutional president and vice president for academic affairs about this decision.

7. Any student who has completed either an Associate of Arts or Associate of Science degree program at any public two-year South Carolina institution which contains within it the total course work found in either the Arts/Social Sciences/Humanities Transfer Block or the Math/Science Transfer Block shall automatically be entitled to junior-level status at whatever public senior institution to which the student might have been admitted.

RELATED REPORTS AND STATEWIDE DOCUMENTS

8. All applicable recommendations found in the Commission's report to the General Assembly on the School-to-Work Act (approved by the Commission and transmitted to the General Assembly on July 6, 1995) are hereby incorporated into the procedures for transfer of course work among two- and four-year institutions.

9. The policy paper entitled State Policy on Transfer and Articulation, as amended to reflect changes in the numbers of transfer blocks and other Commission action since July 6, 1995, is hereby adopted as the statewide policy for institutional good practice in the sending and receiving of all course credits to be transferred.

ASSURANCE OF QUALITY

10. All claims from any public two- or four-year institution challenging the effective preparation of any other public institution's course work for transfer purposes shall be evaluated and appropriate measures shall be taken to reassure that the quality of the course work has been reviewed and approved on a timely basis by sending and receiving institutions alike. This process of formal review shall occur every four years through the staff of the Commission on Higher Education, beginning with the approval of these procedures.

CHIEF TRANSFER OFFICERS

Donette Stewart,
assistant vice chancellor for enrollment services
864-503-5246, dstewart@uscupstate.edu

Beverly Johnson
transfer coordinator
864-503-5246, bjohnson@uscupstate.edu

C. Readmission

Students whose undergraduate attendance at any USC campus has been interrupted for any reason for one or more major semesters (spring/fall) must apply for readmission. An application fee of $10 is required if you have attended USC Upstate. Readmission to USC Upstate and to the program in which the student was previously enrolled is not automatic. Former students who have attended other institutions after leaving the University of South Carolina are considered transfer students and should follow the procedures for transfer admission. Students who wish to return to the University after being suspended should refer to page 53 for more information. Students who are on academic probation must obtain at least a 2.0 average on the first 12 or more grade hours attempted under this status. These hours may be taken over more than one semester. Students failing to meet this requirement are suspended. Students who leave the University without completing a term of probation, and are absent for three or more years, will begin a new term of probation upon readmission.

Registration

Upon readmission, students should contact the office of their major for an advisement and registration appointment.

D. International

Applicants who are citizens of a country other than the United States and who do not have permanent resident status are classified as international students. In addition to meeting general admissions requirements, applicants are required to:

a. submit official school records (transcripts, diplomas or certificates of study), translated to English; transcripts must be evaluated by World Education Services (WES) to receive transfer credit, WES applications are available in the admissions office;
b. present a minimum Test of English as a Foreign Language (TOEFL) score of 500 (paper based) or 173 (computer based); TOEFL is not required of students whose native language is English;
c. be academically and otherwise eligible to return to the last college attended;
d. have a minimum SAT score of 850;
e. provide documentation of health insurance;
f. meet freshman/transfer requirements if applicant has attended school in the United States; and
g. submit bank statements or certified statement of financial ability to pay all education expenses.

It is suggested that international students submit application and credentials at least 90 days before the beginning of the term for which he/she is applying. A Certificate of Eligibility (FORM I-20) is issued to those applicants who meet all requirements for admission to a full-time degree program.

II. Non-Degree Seeking Admission

Applicants who wish to attend USC Upstate for one semester or on some limited basis, and who do not intend to pursue a degree at USC Upstate, may be approved to do so by submitting a Non-Degree Application for Admission and a $10 non-refundable application fee. The Office of Admissions reserves the right to determine the proper category of admission and to determine what credentials may be required. Applicants who have been officially denied admission are not eligible as non-degree candidates. Students wishing to take any economics (SECO) or business (SBAD) courses must meet the required prerequisites. These prerequisites will be verified by the School of Business in order for students to remain in class. Verification can include a transcript or grade reports.

A. Concurrent High School Seniors

High school seniors may enroll in university courses for college credit. To be considered for this program applicants must submit a SAT score (1000 minimum) and obtain written recommendation from their high school principal or guidance counselor indicating the courses to be taken at USC Upstate.

B. Transient

Admission to undergraduate courses for one semester or summer school may be granted to students from other colleges and universities who are certified to be in good academic standing and whose program of study is approved by that institution.

C. Audit

Applicants who wish to take USC Upstate courses without earning credit may apply for admission as an audit student. Auditing is granted on a space-available basis only.

D. Undergraduates with a Bachelor's Degree
Students who hold a baccalaureate degree may be admitted to undergraduate credit courses upon submission of a transcript showing graduation with a bachelor's degree or a copy of a college diploma. A transcript is needed if the applicant would like assistance in selecting appropriate courses. This category is designed for students who are seeking teacher accreditation or professional development.

E. Other
Students who would like to take courses for personal enrichment or professional enhancement may be admitted to take up to 30 semester hours of credit. After 30 semester hours of credit, a student may apply for admission as a degree candidate. Transcripts are required from the last institution attended to validate that the student is in good academic standing.

Registration
Applicants will be notified of registration procedures by the Office of Admissions.

III. Senior Citizens

Section 59-111-320 of the Code of Laws of South Carolina, 1976, as amended, authorizes state-assisted universities to permit South Carolina residents who have attained the age of 60 to attend classes on a space-available basis without payment of tuition if these persons do not receive compensation as full-time employees. Applicants must submit an application and a $40 non-refundable degree-seeking application fee or a $10 non-refundable non-degree-seeking application fee. Candidates are required to meet admission standards and may take classes for credit or audit.

Immunization

Before enrollment, all students born after 1956, are required to provide proof of immunization against measles, mumps and rubella. A completed immunization form or copy of an official immunization record, signed by a physician, should be mailed to the USC Upstate Office of Health Services. Questions regarding immunization should be directed to health services at 864-503-5197.

New Student Services

Orientation and Registration

New freshman and transfer students will choose from several orientation and registration dates. Reservations are made through the Office of Admissions. During the session, students will meet with an advisor and register for classes. Special programs and campus tours are also provided.

Advisement Testing

New freshman are encouraged to complete math and English testing before orientation according to guidelines mailed to students after admission. Testing is required prior to registration. Foreign language testing is required for all new freshmen and some transfer students.

Transfer students should set up an appointment with the testing coordinator in the Office of Admissions to schedule any necessary advisement testing.

Housing

Campus Housing is provided in two complexes at USC Upstate. Palmetto House, a recently completed traditional-style residence hall, houses 348 freshman in single and double rooms. Palmetto Villas, an apartment-style complex reserved for upperclassman, is home to 400 students.

Applications for housing are processed through the Office of Admissions. On-campus housing at USC Upstate is very popular and space is limited. Students are encouraged to apply as early as possible.

Transfer Guide for South Carolina Technical Colleges

USC Upstate	Tech Colleges	Semester Hours
Accounting		
SBAD 225	ACC 101	3
SBAD 226	ACC 102	3
Anthropology		
SANT 102	ANT 101	3
Astronomy		
SAST 111 + L	AST 101	4
ELECTIVE IV	AST 102	4
Art		
SATH 101	ART 101	3
ELECTIVE V	ART 105	3
SATH 105	ART 107	3
SATH 106	ART 108	3
SART 108	ARV 110 or 217	3
SART 103	ARV 121	3
SART 104	ARV 122	3
SART 110	ART 111	3
SART 202	ART 202	3
SART 204	ARV 244	3
SART 205	ARV 210	3
SART 206	ARV 205	3
SART 207	ARV 207	3
SART 210	ART 112	3
SART 211	ART 211	3
SART 214	ARV 261	3
SART 228	ARV 230	3
SART 261	ARV 114	3
SART 311	ARV 241	3
SART 314	ARV 262	3
SART 318	ARV 227	3
SART 361	ARV 214	3
SART 362	ARV 215	3
ELECTIVE	CGC 278	3
ELECTIVE	ARV 280	3
ELECTIVE or SART 398	ARV 289	3
ELECTIVE or SART 398	ART 290	3
Biology		
SBIO 110	BIO 101	4
SBIO 101&102	BIO 101 & 102	8
SBIO 102	BIO 201	4
SBIO 101	BIO 202	4
SBIO 270&L	BIO 205 & 206	4
SBIO 232&242	BIO 210 & 211	8
ELECTIVE IV	BIO 225	4
SBIO 232	BIO 215	4
SBIO 242	BIO 216	4
Chemistry		
SCHM 111	CHM 110	4
SCHM 112	CHM 111	4
ELECTIVE IV	CHM 227	4
Computer Science		
SCSC 139	CPT 185 or 186	3
SCSC 200	CPT 237	3
SCSC 234	CPT 206 or 286	3
SCSC 239	CPT 206 or 286	3
Criminal Justice		
SCRJ 101	CRJ 101	3
ELECTIVE	CRJ 115	3
ELECTIVE	CRJ 125	3
ELECTIVE	CRJ 210	3
ELECTIVE	CRJ 224	3
ELECTIVE	CRJ 236	3
ELECTIVE	CRJ 242	3
ELECTIVE	CRJ 244	3
ELECTIVE	CRJ 247	3
Economics		
SECO 221	ECO 210	3
SECO 222	ECO 211	3
SECO 291	MAT 120	3
SECO 292	MAT 220	3
ELECTIVE VIII	ECO 201	3
ELECTIVE VIII	ECO 205	3
English		
SEGL 101	ENG 101	3
SEGL 102	ENG 102	3
SEGL 279	ENG 201	3
SEGL 279	ENG 202	3
ELECTIVE	ENG 203	3
SEGL 289	ENG 205	3
SEGL 289	ENG 206	3
SEGL 275	ENG 208	3
SEGL 275	ENG 209	3
ELECTIVE	ENG 214	3
ELECTIVE	ENG 218	3
ELECTIVE	ENG 222	3
ELECTIVE	ENG 228	3
ELECTIVE	ENG 230	3
SEGL 291	ENG 234	3
ELECTIVE	ENG 236	3
SEGL 208	ENG 238	3
ELECTIVE	ENG 260	3
French		
SFRN 101	FRE 101	3
SFRN 102	FRE 102	3
SFRN 201	FRE 201	3
SFRN 202	FRE 202	3
Geography		
SGEG 103	GEO 101	3
ELECTIVE VIII	GEO 102	3
ELECTIVE VIII	GEO 260	3
German		
SGRM 101	GER 101	3
SGRM 102	GER 102	3

continued

USC Upstate	Tech Colleges	Semester Hours
Government and International Studies (Political Science)		
SGIS 201	PSC 201	3
ELECTIVE VIII	PSC 205	3
ELECTIVE VIII	PSC 215	3
ELECTIVE VIII	PSC 220	3
History		
ELECTIVE V	HIS 101	3
SHST 111	HIS 102	3
ELECTIVE V	HIS 106	3
SHST 112	HIS 112	3
ELECTIVE V	HIS 115	3
ELECTIVE V	HIS 201	3
ELECTIVE V	HIS 202	3
IDS		
ELECTIVE	IDS 101	3
Journalism		
ELECTIVE	JOU 101	3
Logic (See Philosophy)		
Mathematics		
SMTH 102	MAT 120	3
SMTH 120	MAT 109	3
SMTH 121	MAT 109	3
SMTH 120	MAT 110	3
SMTH 121	MAT 110	3
SMTH 126	MAT 110	3
SMTH 127	MAT 111	3
SMTH 126+127	MAT 112	3
SPSY 225	MAT 220	3
SSOC 201	MAT 120	3
SECO 291	MAT 120	3
SECO 292	MAT 220	3
SMTH 122	MAT 130	3
SMTH 174	MAT 132	3
SMTH 202	MAT 220	3
SMTH 141	MAT 140	4
SMTH 142	MAT 141	4
SMTH 231	MAT 211	3
SMTH 232	MAT 212	3
SMTH 233	MAT 215	3
SMTH 241	MAT 240	3
SMTH 245	MAT 242	3
ELECTIVE	MAT 122	3
SMTH 120	MAT 123	
ELECTIVE	MAT 230	3
Music		
SMUS 110	MUS 105	3
Philosophy (Logic)		
SPHL 102	PHI 101	3
SLGC 207	PHI 105	3
ELECTIVE V	PHI 108	3

USC Upstate	Tech Colleges	Semester Hours
Philosophy (Logic) *continued*		
ELECTIVE V	PHI 110	3
ELECTIVE V	PHI 115	3
ELECTIVE V	PHI 201	3
Physical Science		
SPHS 101+101L	PHS 101	4
Physics		
SPHS 201	PHY 201	4
SPHS 202	PHY 202	4
SPHS 211	PHY 221	4
SPHS 212	PHY 222	4
Political Science		
(See Government and International Studies)		
Psychology		
SPSY 225	MAT 220	3
ELECTIVE VIII	PSY 115	3
SPSY 101	PSY 201	3
SPSY 302	PSY 203	3
ELECTIVE VIII	PSY 208	3
ELECTIVE VIII	PSY 212	3
Religion		
ELECTIVE V	REL 101	3
SREL 103	REL 201	3
Sociology		
SSOC 101	SOC 101	3
SSOC 102	SOC 102	3
SOC 201	MAT 120	
SSOC 206	SOC 206	3
SSOC 210	SOC 210	3
SSOC 235	SOC 235	3
ELECTIVE VIII	SOC 151	3
ELECTIVE VIII	SOC 205	3
ELECTIVE VIII	SOC 220	3
ELECTIVE VIII	SOC 235	3
Spanish		
SSPN 101	SPA 101	3
SSPN 102	SPA 102	3
SSPN 101	SPA 105	3
SSPN 201	SPA 201	3
SSPN 202	SPA 202	3
Speech		
SSPH 201	SPC 205	3
ELECTIVE	SPC 208	3
ELECTIVE	SPC 209	3
ELECTIVE	SPC 210	3
ELECTIVE	SPC 200	3
Theatre		
STHE 161	THE 101	3
STHE 170	THE 105	3
STHE 260	THE 220 & 221	1
ELECTIVE	HSS 101	3

**transfer courses are subject to change without notification.*

Financial Aid

Purpose and Eligibility

USC Upstate offers a full range of financial assistance programs designed to assist students and their families with the cost of education. These programs provide financial aid resources in the form of grants, scholarships, loans and employment opportunities. These resources are awarded to students based on financial need, academic promise, leadership potential, special talents, or a combination of these criteria. Descriptions of these programs and their requirements may be found in the following pages of this catalog. In 2006-07, more than $30 million in financial aid was awarded to USC Upstate students.

Eligibility for assistance based on financial need is determined by completing a federally approved needs analysis form or Free Application for Federal Student Aid (FAFSA). Students may complete the FAFSA electronically at www.fafsa.ed.gov. The Title IV code for USC Upstate is 006951. The FAFSA calculates how much the family should reasonably contribute toward the cost of college from current income and resources. The difference between what the family can contribute and the cost of education is the student's financial need. USC Upstate seeks to identify and provide funds to meet the financial needs of its students. To the extent resources are available, it is intended that no student be denied an education because of financial need.

Financial assistance programs have individual requirements in addition to a demonstration of financial need through completion of the FAFSA. These requirements generally include, but are not limited to, enrollment in good standing in a program of study leading to a degree or teaching certificate, enrollment in a minimum number of hours each semester, and maintenance of satisfactory academic progress. Students receiving state, federal or institutional financial aid must be enrolled in 12 or more USC Upstate hours to be considered full-time for financial aid purposes.

Satisfactory Academic Progress

Institutions participating in Title IV federal financial aid programs are required by the U.S. Department of Education to establish institutional policies that define satisfactory academic progress. All students who receive federal or institutional financial assistance at USC Upstate are expected to maintain satisfactory progress toward completion of their programs of study in a reasonable period of time. Financial assistance programs covered by this policy include all federal financial aid programs (Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Academic Competitiveness Grant, National SMART Grant, Federal Subsidized and Unsubsidized Stafford Loans, Federal Perkins Loans, Federal Parent Loans for Undergraduate Students, and Federal Work-Study), South Carolina Teacher Loans, State Need Based Grant and institutional financial assistance programs (athletic grants and minority incentive grants).

The following policy has been approved by the USC Upstate Financial Aid Committee. Students are considered to be making satisfactory academic progress if they:

1. are admitted and enrolled as degree-seeking or teacher certification students;
2. meet the university standards for continued enrollment as specified in the "Academic Standing" section of this catalog;
3. complete requirements for a degree or certificate within a reasonable length of time as specified below and on the following page:
   a. The total number of semesters of full-time enrollment (12 or more semester hours attempted) at any post-secondary institution does not exceed 12 semesters for a four-year degree or six semesters for a two-year degree or certificate;
   b. The total number of semesters of part-time enrollment (fewer than 12 semester hours attempted) does not exceed the equivalent of 12 full-time semesters for a four-year degree or the equivalent of six full-time semesters for a two-year degree or certificate; and
4. earn no fewer than the following specified hours of undergraduate semester hours per academic year (includes fall, spring and summer terms). Classification as full-time, three-quarter-time or half-time is determined at the end of the 100% refund period each semester, which is the last day of registration. Therefore, withdrawing from courses at any time after the last day of registration and not earning the required number of hours fails to meet satisfactory academic progress requirements. The State Need Based Grant Program requires these hours to be earned during fall and spring semesters. *Note: You are allowed up to six hours of probation if you do not meet the following requirements*:

Full-time student (12 or more hours attempted a semester)

1st year	24 hours per academic year
2nd year	24 hours per academic year or 48 hours total
3rd year	24 hours per academic year or 72 hours total
4th year	24 hours per academic year or 96 hours total
5th year	24 hours per academic year or 120 hours total

Three-quarter-time student (9-11 hours attempted a semester)

1st year	18 hours per academic year
2nd year	18 hours per academic year or 36 hours total
3rd year	18 hours per academic year or 54 hours total
4th year	18 hours per academic year or 72 hours total
5th year	18 hours per academic year or 90 hours total
6th year	18 hours per academic year or 108 hours total
7th year	18 hours per academic year or 120 hours total

Half-time student (6-8 hours attempted a semester)

1st year	12 hours per academic year
2nd year	12 hours per academic year or 24 hours total
3rd year	12 hours per academic year or 36 hours total
4th year	12 hours per academic year or 48 hours total
5th year	12 hours per academic year or 60 hours total
6th year	12 hours per academic year or 72 hours total
7th year	12 hours per academic year or 84 hours total
8th year	12 hours per academic year or 96 hours total
9th year	12 hours per academic year or 108 hours cumulative
10th year	12 hours per academic year or 120 hours total

Note: Hours that are transferred in from another school(s) must be calculated to determine the quantitative element of academic progress.

Second Degree or Certification Students

Students seeking a second degree or teacher certification with an undergraduate degree are required to appeal. The student must explain why a second degree or career change is required, be accepted by the school or division to which the student is applying, and have an anticipated graduation date determined by the faculty advisor. If the student's plan is deemed reasonable and all documentation is provided, an extension of eligibility will be granted for a maximum of four full-time equivalency semesters or anticipated graduation date.

Academic Suspension

Students readmitted following a suspension will be eligible for financial aid if they meet all other aid eligibility requirements. These students must earn a 2.0 grade point average on the first 12 hours attempted following readmission to maintain further financial aid eligibility. Following completion of these 12 hours, subsequent financial aid eligibility will be determined by conditions 2, 3 (a and b) and 4 described previously.

Students serving suspensions will not be eligible for financial aid during periods of open enrollment. Students not making satisfactory academic progress are not eligible for financial aid.

Appeal Process

If a student's ability to meet these standards was affected by extenuating circumstances, he or she may appeal this determination. Information concerning the appeals process is available in the Office of Financial Aid and Scholarships. Students not meeting these standards at the end of spring term may attend summer school to make up deficit hours or improve the cumulative grade point average. Incomplete appeals will be returned upon receipt. The committee's decision is final and cannot be further challenged.

Grants

Federal Pell Grants are designed to be the foundation of financial aid. Their purpose is to ensure that all eligible students have at least some of the money needed to continue their education after high school. The amount of a Federal Pell Grant award depends on a student's financial need, the cost of the student's education, and the amount of time the student is enrolled during the school year.

Federal Supplemental Educational Opportunity Grants are awarded to a very limited number of students with the greatest financial need. The grants are restricted due to the shortage of appropriated federal funds, with preference to Federal Pell Grant recipients.

Federal Academic Competitiveness Grant (ACG) and National SMART Grant. Two new federal grants, the Academic Competitiveness Grant and the National SMART Grant, were created by the "Higher Education Reconciliation Act of 2005." These grants are available to full-time students receiving a Pell Grant who meet all eligibility requirements. Grants for first and second year students are called Academic Competitiveness Grants (ACG), while grants for third and fourth year students are called National Science and Mathematics Access to Retain Talent (SMART) Grants. *These are new programs, and implementation and regulation guidance is currently being promulgated by the U.S. Department of Education.*

Loans

Campus-based Loans

Federal Perkins Loans permit students to borrow money from the federal government through the University on a need basis. Repayment and interest begin nine months after graduation, leaving school, or dropping below half-time enrollment. The interest rate is 5 percent per year and repayment may be extended over a period of 10 years.

Federal Family Education Loan Program (FFELP)

Federal Subsidized Stafford Loan Program is a need-based program that allows students to borrow for educational expenses. Interest rates for borrowers are fixed at 6.8 with no outstanding FFELP loans. The federal government pays the interest on these loans as long as students are enrolled on at least a half-time basis. Lenders may charge an origination fee and insurance fees not to exceed 4 percent, which are deducted from the approved amount of the loan.

Loan eligibility is based on financial need, class standing, and anticipated graduation date. Freshman students may borrow up to $3,500 a year. Students with sophomore class standing may borrow up to $4,500 annually and those classified as juniors and seniors may borrow up to $5,500 annually.

Unsubsidized Federal Stafford Loan Program is available for students who do not qualify, in whole or in part, for the Federal Subsidized Stafford Loan. The

terms for this loan are the same as those described for the Federal Subsidized Stafford Loan Program with the following exceptions.

1. The annual loan limits for dependent, undergraduate students are the same as those for the Subsidized Stafford Loan. The annual loan limits for independent, undergraduate students are as follows: $7,500 for students who have not completed the first 30 hours of an undergraduate degree, $8,500 for students with sophomore class standing, and those students classified as juniors and seniors may borrow up to $10,500 annually.

2. The federal government does not pay interest on behalf of the student while enrolled in school. Students must pay all interest on the loan monthly or quarterly. Lenders may agree to add interest to the principal of the loan with repayment beginning after the student ceases to be enrolled on at least a half-time basis.

Federal Parent Loans for Undergraduate Students (PLUS) allow parents to borrow up to the cost of education less other aid received each year without regard to income. A credit check is required of all parent borrowers. Repayment of principal and interest begins within 60 days after the final loan disbursement. The variable interest rate from July 1, 2006- June 30, 2007, is 8.5 percent. The rate will be determined by the U.S. Secretary of Education according to the formula prescribed by Congress. Parents will pay an origination fee of three percent and an insurance fee which may not exceed one percent of the approved amount of the loan. These fees will be deducted proportionately from each disbursement made.

Alternate Sources of Assistance

The HOPE Scholarship Tax Credit and Lifetime Learning Tax Credit was created from the Taxpayer Relief Act of 1997 to assist families to offset tuition costs. These are non-refundable tax credits, not scholarships, which reduce the amount of federal income tax families must pay. Families who will benefit are middle-and lower-middle-income families who do not receive enough gift aid to cover tuition payments.

The HOPE tax credit is valued at up to $1,500 per tax year, per child, for the first two years of undergraduate study. The Lifetime Learning tax credit is valued at up to $1,000 per year, per family, for an unlimited number of years. The credit varies according to family income, tuition costs and the amount of gift assistance received.

To be eligible, a taxpayer must file a tax return, must owe taxes and must claim the student as an exemption (self, spouse or dependent). Additionally, married filers must file jointly. The tax credit is phased out completely for single tax filers with adjusted gross incomes of more than $50,000 and more than $100,000 for joint filers. You may access www.ed.gov/offices/OPE/PPI/HOPE/index.html for complete information. Tax filers should consult their tax advisor for details.

The **Taxpayer Relief Act of 1997** provides other educationally related federal incentives including tax-free Educational IRAs, penalty-free withdrawing from IRAs and 401(k)s, and excludable contributions to prepaid tuition plans. Families are strongly advised to consult their tax advisor about these options.

State Financial Aid Programs

Legislative Incentives for Future Excellence (LIFE) Scholarships* is a renewable $5,000 scholarship for residents of South Carolina who are enrolled full time and seeking a first baccalaureate degree. Students must meet state residency requirements upon initial college enrollment. There is no scholarship application for the LIFE scholarship. The award is granted by the Office of Financial Aid based on data provided by the Office of Admissions and the Office of the Registrar.

Students must meet two of the following three criteria to qualify:

- earn a 3.0 GPA on a uniform grading scale
- score a minimum of 1100 SAT or 24 ACT
- rank in the top 30 percent of their graduating class

To retain the scholarship, recipients must have completed:

- first year students complete at least 30 hours and earn a minimum cumulative 3.0 GPA
- second year students complete at least 60 hours and earn a minimum cumulative 3.0 GPA
- third year students complete at least 90 hours and earn a minimum cumulative 3.0 GPA

NOTE: remedial work is not counted in the hours earned or the GPA

Additionally, students must sign an affidavit certifying that they have not been adjudicated delinquent, convicted or pled guilty or nolo contendere to any felonies, or to any alcohol or drug-related offenses. Recipients must certify they are not default in any federal or stated educational loans and they do not owe an overpayment on any federal or state grants.

For complete information, you may access the Commission on Higher Education at www.che.sc.gov.

S.C. Hope Scholarship* offers a nonrenewable $2,650 scholarship for entering freshman that achieve academically, but are not eligible to received the LIFE Scholarship. Residency requirements and other restrictions are similar to the LIFE Scholarship, except eligibility is based solely on the grade point average.

Entering freshmen must have:

- earn a 3.0 GPA on a uniform grading scale upon high school graduation.

Recipients who complete a minimum of 30 hours their freshman year and earn a minimum cumulative 3.0 GPA may be eligible for the LIFE Scholarship the following year.

Palmetto Fellows and LIFE recipients are not eligible for the HOPE scholarship.

Palmetto Fellows Scholarship* offers up to $6,700 in renewable scholarship assistance to outstanding freshman who are residents of South Carolina.

Applicants must meet the following criteria:
- earn a 3.5 GPA on a uniform grading scale
- score a minimum of 1200 SAT or 27 ACT
- rank in the top 6 percent of their junior class *OR*
- earn a 4.0 GPA on a uniform grading scale
- score a minimum of 1400 SAT or 32 ACT

Students should contact their high school guidance counselor for application procedures. Recipients must complete a minimum of 30 credit hours each academic year and must earn a minimum 3.0 GPA for renewal of this award.

Recipients must certify that they have not been adjudicated delinquent, convicted or pled guilty or nolo contendere to any felonies, or to any alcohol or drug-related offenses. ***NOTE: remedial work is not counted in the hours earned or the GPA***

For complete information, you may access the Commission on Higher Education at www.che.sc.gov.

South Carolina Income Tax Credit for College Tuition allows South Carolina residents to claim a refundable tax credit of up to $850 per student. Students must complete 15 credit hours each semester and may not receive the LIFE, Palmetto Fellow or any other state scholarship. The credit is available to offset out-of-pocket tuition payments only. Instructions are included in the 2005 S.C. income tax return.

Future Scholar 529 College Savings Plans allows families to save for college through a state-sponsored plan created under Section 529 of the Internal Revenue Code. These plans offer special tax benefits and have no income or age restrictions. Accounts can be used at almost any accredited school to pay for tuition, room, board, books and computers. For more information, call 1-888-244-5674 or visit www.futurescholar.com.

South Carolina Tuition Prepayment Program allows families to purchase an advance payment contract for tuition at a guaranteed level that can be used at public and accredited private colleges and universities. The program allows for federal tax deferral on contributions in accordance with IRS rulings. For more information, call 1-888-7SC-GRAD or visit www.scgrad.org.

S.C. State Need Based Grant* is designed for South Carolina residents who are enrolled full time seeking their first baccalaureate degree and have demonstrated financial aid. Students must complete the FAFSA annually to apply. Priority is given to those students whose files are complete by the March 1 priority deadline. Students must certify that they have not been adjudicated delinquent, convicted or pled guilty or nolo contendere to any felonies or to any alcohol or drug-related offenses. Continuing students must complete a minimum of 24 credit hours per academic year, excluding summer school, and earn a minimum cumulative 2.0 GPA. Students may not receive the grant for more than eight semesters. For complete information, you may access the Commission on Higher Education at www.che.sc.gov.

S. C. Teacher Loan Program was established to provide loan assistance to qualified students in education. This may be cancelled at a rate of 20 percent or $3,000 whichever is greater for each full year of teaching in either an eligible critical subject area or a critical geographic area in South Carolina. Teaching in both types of critical areas increases the cancellation benefit to 33 percent or $5,000. Available to only South Carolina residents, this program is based on minimum academic expectations. Freshmen and sophomores may borrow $5,000 per year. Students who qualify as "career changers" may borrow up to $15,000 per year. Applicants should submit the S.C. Teachers Loan Application by April 1. Fund are limited with renewal applicants given priority. Additional information, including academic criteria and critical areas/critical subjects, is available from the S.C. Student Loan Corporation website at www.scstudentloan.org.

Teaching Fellows Program—In 1999, the S.C. General Assembly, recognizing the shortage of teachers in our state, funded the Teaching Fellows Program for South Carolina. The mission of the South Carolina Teaching Fellows Program is to recruit talented high school seniors into the teaching profession and to help them develop leadership qualities. Each year, the program provides Fellowships for up to 200 high school seniors who have exhibited high academic achievement, a history of service to the school and community, and a desire to teach South Carolina's children.

The scholarship provides up to $5,700 for tuition and board and $300 for summer enrichment programs (contingent on funding from the S.C. General Assembly) administered by the Center for Eductor Recruitment, Retention, and Advancement (CERRA). A Fellow agrees to teach in South Carolina one year for every year he/she received the Fellowship.

Applications are available from high school guidance counselors, teachers, counselors, teacher cadet teachers, and the CERRA, and may be downloaded from the CERRA website at www.cerra.org.

**Changes may occur for these programs. Access the Commission on Higher Education website at www.che.sc.gov for the latest information available. Awards are contingent upon fund availability to be appropriated by the South Carolina legislature.*

Work Opportunities

Job opportunities are available to USC Upstate students through a variety of programs: Federal Work-Study, Community Services Program, Job Location and Development Program, and the Student Assistant Program. The primary purpose of these programs is to provide a financial resource to students for educational expenses; however, these jobs may also provide valuable work experience. USC Upstate students work in a variety of jobs on and off campus. The pay scale is determined by the specific job description and the skills or experience of the student being hired. Students employed on campus are generally limited to working no more than 20 hours each week during periods of regular enrollment.

Other Aid

VETERANS' AND DEPENDENTS' BENEFITS. Educational benefits are available to qualified veterans and children of deceased and disabled veterans. Inquiries should be made to the veterans' affairs office in the student's home county seat and the USC Upstate Office of Records and Registration.

VOCATIONAL REHABILITATION. This award is to conserve the working usefulness of persons with impairments who have reasonable expectations of becoming employed. Students who might qualify for vocational rehabilitation assistance should contact the Office of Vocational Rehabilitation in their home county seats.

Out-of-State Fee Waivers

Out-of-State Fee Waivers

Students who are not residents of South Carolina and who receive USC Upstate Athletic or Foundation Scholarships, or USC Upstate Undergraduate Assistantships valued at $250 or more each semester may qualify for a waiver for out-of-state fees. The following conditions must be met to qualify for the fee waiver.

The award must be made in writing to the student before the end of late registration for each semester and prior to the student paying his tuition.

Notification of the award must be forwarded to the financial aid office prior to the end of late registration for each semester. Scholarships or undergraduate assistantships that are awarded after the end of late registration for each semester will not result in a refund of out-of-state fees.

Undergraduate Assistantships

Undergraduate assistantships are designed to attract students in areas such as publications, music, drama, debate and selected leadership positions. Eligible students may receive financial assistance ranging from $250 to the cost of tuition and books each semester based upon the activity, level of responsibility, and expected workload. Each recipient is required to sign a contract, which describes the position and its responsibilities. Assistantships are available for participation in the Gordon-Colloms Gospel Choir, University Singers, Shoestring Players (theater group), The Carolinian (newspaper), Debate Team, Writer's Inc. (literary magazine), USC Upstate Dance Team, Campus Activities Board and Student Government Association. Many of these assistantships require prior involvement in the activity or organizations. Please contact the Division of Student Affairs at 864-503-5106 for additional information.

Scholarships

USC Upstate strongly supports the recognition of students who possess the potential to return the benefits of a quality university education to our society. Scholarships are awarded to students based on demonstrated academic ability, career plans, educational goals and community service.

USC Upstate Scholars Program

The USC Upstate Scholars Program for new and continuing students assists academically talented individuals in their pursuit of higher education. The prestigious awards are given to students who have shown their potential through academic merit. USC Upstate and the upstate region will benefit from the leadership and academic excellence these scholars bring to campus. Scholarships will be awarded to eligible students; however, the number of awards available will be determined by the University. Early application for admission to USC Upstate is encouraged for students to be considered for new student scholarships. Contact the Office of Admissions for more information.

CHANCELLOR SCHOLARSHIPS are awards of $7,500 (for boarding students) and $3,500 (for commuting students) given annually to entering freshmen who meet the following criteria: present a minimum SAT score of 1,300 or ACT score of 29, rank in the top 10% of their high school class and have a minimum cumulative GPA of 3.75 ***or*** the number one or two student from a historically under-represented ethnic group at the University who ranks in the top 10% of their high school class with a minimum GPA of 3.75.

VALEDICTORIAN SCHOLARSHIPS are awards of $7,500 (for boarding students) and $3,500 (for commuting students) given annually to entering freshmen who are ranked first in their class at time of admission to the University or upon high school graduation. In addition, Valedictorian Scholars must present a minimum SAT score of 1,100 or ACT score of 24.

UNIVERSITY SCHOLARSHIPS are $2,500 scholarships that are awarded annually to entering freshmen who meet the following criteria: high school graduate, present a minimum SAT score of 1,200 or ACT score of 27, rank in top 10% of their high school class with a minimum GPA of 3.50.

METROPOLITAN SCHOLARSHIPS are $1,500 scholarships that are awarded annually to entering freshmen who meet the following criteria: present a minimum SAT score of 1,100 or ACT score of 24, rank in top 10% of their high school class and minimum cumulative GPA of 3.25 ***or*** the number one or two student from a historically under-represented ethnic group at the University with a minimum cumulative GPA of 3.25.

TRANSFER SCHOLARSHIPS are $2,000 scholarships that are awarded annually to entering transfer students (coming from two-year or technical colleges) who have earned at least 60 semester hours of transferable credit ***or*** have earned Associate of Arts or Science degrees from an accredited college. Candidates must have a minimum cumulative GPA of 3.50. This scholarship is available to the recipient for two academic years (four semesters—fall and spring, not summer).

NATIONAL MERIT SCHOLARSHIPS are annual awards through the National Merit Scholarship Program. The competition for these awards begins when the students take the PSAT/NMSQT in their junior year of high school. Students eligible to continue in the National Merit competition are contacted by the National Merit Scholarship Corporation. At USC Upstate, Merit Scholarships are $500 annually and are renewable for four years of undergraduate study if the student maintains at least a 3.0 cumulative GPA. Students receiving other general USC Upstate scholarships may also receive a Merit Scholarship; the total general USC Upstate scholarship package for such students, however, may not exceed the resident, on-campus, cost-of-attendance figure. To be eligible, students must be accepted by USC Upstate, be designated a National Merit finalist, and have listed USC Upstate as their first choice on the National Merit application

RENEWAL POLICY: Chancellor, Valedictorian, Metropolitan and University scholarships are renewable for seven additional consecutive semesters providing the student maintains a cumulative USC Upstate GPA of 3.0 and earns a minimum 24 USC Upstate semester hours during the fall and spring semesters. Transfer scholarships are renewable for three additional consecutive semesters providing the student maintains a cumulative USC Upstate GPA of 3.0 and earns a minimum of 24 USC Upstate semester hours during the fall and spring semesters.

Foundation Scholars Program

Funded and endowed scholarships are awarded annually to qualified students. Students may obtain applications from the financial aid office or from the USC Upstate web site after December 1 each year. The application deadline is **February 1** unless otherwise indicated in the scholarship definition.

The **3M SCHOLAR NURSING SCHOLARSHIP** awards $1000 to a student in the Bachelor of Science in Nursing Degree Program with a 3.0 GPA or higher. The recipient will be identified as a "3M Scholar" and invited to visit the 3M Greenville site.

The **USC UPSTATE ALUMNI ASSOCIATION SCHOLARSHIP** is given to the child of a USC Upstate Alumni Association member. The recipient must be a rising senior, South Carolina resident, have a cumulative GPA of 3.0, and have financial need.

The **EB AND MAGGIE BARNES MEMORIAL SCHOLARSHIP** provides an annual award in memory of Dr. James "Eb" Barnes and his wife, Maggie Barnes to a USC Upstate student completing a degree at the University Center of Greenville. The award is given to a student who most closely meets the criteria of a non-traditional student, enrolled in a degree-completion program at UCG at least half-time, with established financial need. The award is given at an annual reception in honor of the recipient and the family of Eb and Maggie Barnes.

The **BANNON SCHOLARSHIP** is sponsored by the Bannon Foundation. The recipient must have genuine financial need, be a resident of South Carolina (residents living near Greenville or Spartanburg will be given preference), be of sound moral character, and be active in volunteer work. The recipient should be a student who qualified for but did not receive one of the USC Upstate Scholars Program award.

MARY BLACK SCHOOL OF NURSING SCHOLARSHIPS are awards of $500 made to full-time sophomores seeking the associate degree in technical nursing who have financial need, have a record of service to the University and community, have a 3.0 cumulative GPA in nursing courses and have a 2.5 cumulative GPA in all other courses. Another award of $500 is made to a senior (as of fall semester) seeking the Bachelor of Science in Nursing who has financial need, has a record of service to the University and community, has a 3.0 cumulative GPA, and has a 3.0 cumulative GPA in all nursing courses.

BUDWEISER OF THE CAROLINAS MINORITY BUSINESS-MARKETING SCHOLARSHIP is awarded to a South Carolina resident minority student admitted into the upper division of the business-marketing program. The scholarship is valued at $1,000 and is to be used toward tuition costs. It may be renewable provided a cumulative USC Upstate 2.25 GPA is maintained. An internship with Budweiser of Spartanburg is also available.

The **EILEEN K. BURTON SCHOLARSHIP** was established by Cafe Enterprises, Inc. to honor the late Mrs. Burton, a 1980 graduate of the University. The $1,000 scholarship is awarded annually to a student in a business-related major whose past education was interrupted by full-time employment, military service or family responsibilities. Preference is given to students demonstrating a high degree of integrity, character, leadership ability and a strong work ethic.

The **CATES CHANCELLOR'S SCHOLAR ENDOWMENT FUND** was established by Mr. and Mrs. MacFarland Cates. The scholarship annually funds a Chancellor's Scholar award within the USC Upstate Scholars Program.

The **GOINGBACK AND MARY ULMER CHILTOSKEY SCHOLARSHIP** was established to memorialize the role that Goingback and Mary Ulmer Chiltoskey played as eminent members of the Cherokee Nation. This $500 award goes to an enrolled member of the Eastern Band of Cherokee Indians who is an incoming freshman at USC Upstate who has a high school cumulative GPA of at least 2.5 and a minimum SAT score of 900. Federal financial need is required (must file Free Application for Federal Student Aid.)

The **CLARY/DRUCKER ACCOUNTING SCHOLARSHIP** given in honor of Diana Clary and Meyer Drucker, for having made a positive impact in the USC Upstate accounting program and the Upstate community. The $600 award is intended to assist a current student who is an accounting major, a rising senior, has a USC Upstate cumulative GPA of 3.0 or higher, and is a South Carolina resident.

The **COLLEGE OF ARTS AND SCIENCES SCHOLARSHIP** is awarded to the junior with the highest GPA (at least 30 credit hours must have been earned at USC Upstate). The recipient must be a fulltime student with a major in the College of Arts and Sciences.

The **COMMUNITY SOUTH BANK SCHOLARSHIP** is awarded annually - $1,000, to a fulltime Business Major that wants to pursue a career in banking. Student must also be a rising junior with 60 hours of credit with a minimum GPA of 3.0, and demonstrate financial need as defined by the U.S. Department of Education.

DAVID B. DEDMON SCHOLARSHIP is established through an endowment created by Dr. David B. Dedmon, DMD, to enable financially needy students to continue preparation in the health sciences area. The award is given to a student who most closely meets the criteria of: enrolled in a pre-professional health science curriculum (other than nursing), have completed 32 hours in science and have junior status by the end of the semester of application, enrolled full time at USC Upstate, demonstrated financial need, have a proven desire to serve their community, 3.0 cumulative GPA to qualify and a 3.0 cumulative GPA to renew.

The **JOHN EDMUNDS SCHOLARSHIP** honors Dr. John B. Edmunds, Jr. This annual award will be given to a student with at least junior standing, who has a minimum GPA of 3.5, is a resident of the Upstate of South Carolina, has a declared major in the Social and Behavioral Sciences at USC Upstate, and who plans to pursue graduate studies in a SSPH discipline (includes law and medicine). A 1,500 word essay is also required.

The **SCHOOL OF EDUCATION SCHOLARSHIP** is an annual award to a student who has been admitted to the professional program of the School of Education; and who has demonstrated financial need, academic excellence and altruistic goals.

The **TED EILENBERG SCHOLARSHIP** is awarded to a student enrolled in a degree program in the School of Business Administration and Economics. The recipient must be a junior or senior, have financial need, and have a minimum cumulative GPA of 2.5.

The **CATHY ERVIN SCHOLARSHIP AND CATHY ERVIN ENDOWMENT** was established by the family and friends of Cathy Overstreet, a graduate of USC Upstate. The proceeds from the endowment will be awarded to a student in the Mary Black School of Nursing, with preference given to a graduate of Broome High School in Spartanburg County School District Three and/or a student receiving limited funding form other grants and scholarships.

FEATHERSTONE FAMILY ENDOWED SCHOLARSHIP was established to provide financial assistance to a part-time or full-time student that does not qualify for any state merit based scholarships. The award is given to a student, who most closely meets the criteria of an arts and science major, not eligible for any state merit based scholarship, and has completed the FAFSA form.

The **FIDELIS ALPHA CHAPTER OF ALPHA DELTA KAPPA** provides financial assistance to a fulltime Education Major that does not qualify for any state merit based scholarships. Student must also demonstrate financial need (as defined by U.S. Department of Education), be a rising senior with 90 or more credit hours, and be a South Carolina resident with a GPA of 3.0 or higher.

The **GAMMA BETA PHI SCHOLARSHIP** is an award of $500 to a full-time student 23 years of age or older with a 3.5 cumulative GPA in at least 12 hours at USC Upstate.

The **GREENVILLE NEWS SCHOLARSHIP FOR GRAPHIC DESIGN** is an annual award of $1,000 to be distributed as $500 in the fall semester and $500 in the spring semester. Students should apply for the award prior to the semester in which it will be used. Deadlines for application are April 15 for fall semester and November 15 for spring semester. Applicants eligible to apply for the award must be currently enrolled in the USC Upstate 171 Graphic Design major, have an overall cumulative GPA of 3.0, and previously passed the graphic design portfolio review requirements. Applicants must submit three letters of recommendation, two from USC Upstate and one from outside USC Upstate. They must also submit an essay on why they have chosen the graphic design major and how they hope to apply their degree. Application forms and requirements are available in USC Upstate Admissions, Fine Arts and Communication Studies, and the Visual Arts Center. Completed applications are to be submitted to the Visual Arts Center before the published deadlines.

The **GORDON SCHOLARSHIPS** are awards of varying amounts to sophomores and juniors who have a 2.0 cumulative GPA, service or involvement in school or community, and financial need.

The **JAMES B. GREER MEMORIAL SCHOLARSHIP** is an award to a senior 23 year of age or older whose past education was interrupted by full-time employment, military service, or family responsibilities for a minimum of two years. Criteria include a 2.0 cumulative GPA and contributions to USC Upstate through service to student government, publications or the student affairs office.

The **DORIS HANELINE NURSING SCHOLARSHIP** is an award of $200 to a nursing student who is married with

children and who is pursuing a second career. Other criteria include financial need and academic ability (3.0 cumulative GPA for continuing students). Preference is given to a student intending to work two years in Spartanburg County.

JAMES B. GREER SERVICE ENDOWMENT provides $500 financial assistance to a non-traditional student who is active in campus organizations. The recipient must be at least 23 years old, a fulltime student with a minimum 30 credit hours and 2.0 GPA, financial need, and recommended by the Vice Chancellor of Student Affairs and/or Dean of Students.

JLH CONSULTING, LLC NURSING FUNDED SCHOLARSHIP is a $1,000 award given to a fulltime student enrolled in the USC Upstate Mary Black School of Nursing. Student must be recommended for the award by the Dean of the School of Nursing and have demonstrated financial need.

The **DOC LINDSAY SCHOLARSHIP** provides an award to a non-traditional student in the memory of former USC Upstate Professor of Fine Arts and Humanities, Dr. Bryan E. "Doc" Lindsay, whose cosmopolitan world view influenced many students, especially non-traditional students. Recipients must be enrolled for at least six hours and have a cumulative GPA of 2.5 or a GPA of 3.0 on the last 12 hours of course study.

The **ARTHUR T. MEILINGER AND FAMILY ANNUAL SCHOLARSHIP** is an annual award of $750 to a fulltime Business Major, working at least 25 hours a week, a rising senior with over 90 credit hours, USC Upstate minimum GPA of 3.0, and a resident of South Carolina.

The **NANCY P. MOORE ENGLISH SCHOLARSHIP** for $500 was established to honor Dr. Nancy Moore for her commitment to scholarship and teaching at USC Upstate and her service in the upstate community. Recipient must be a full-time English major who has sophomore or upper class standing with a minimum cumulative GPA of 2.5. Recipients must also be involved in some type of volunteer work.

NATURAL SCIENCES AND ENGINEERING SCHOLARSHIPS are awarded in the spring and fall semester to students enrolled in programs leading to a Bachelor of Science degree in biology, including pre-professional tracks and chemistry. A maximum of one-half semester tuition may be awarded to an applicant. The requirement is a minimum cumulative GPA of 3.0 on at least 60 semester hours credit by the end of the term in which the application is submitted. At least 30 credit hours must have been earned at USC Upstate.

NATURAL SCIENCES AND ENGINEERING PRE-PROFESSIONAL SCHOLARSHIPS are awarded in the spring and fall semester to students enrolled in pre-professional tracks in which the Bachelor of Science degree is not completed at USC Upstate. A maximum of one-quarter semester's tuition may be awarded to an applicant. The requirement is a minimum cumulative GPA of 3.0 on at least 30 semester hours credit by the end of the term of which the application was submitted. At least 15 credit hours must have been earned at USC Upstate by the end of the term in which the application was submitted.

The **RICK O'BRIEN MEMORIAL** is a scholarship of $400 awarded to a full-time junior or senior business administration major with a concentration in accounting. The recipient must have a cumulative 3.0 grade point average and be employed a minimum of 10 hours per week. Preference is given to a student involved in community volunteer work.

ODASZ SCHOLARSHIP provides a $500 award to a non-traditional student enrolled in a USC Upstate degree program at least half-time, with established financial need.

The **PIEDMONT DISTRICT NURSES ASSOCIATION SCHOLARSHIP** provides a $500 scholarship for a nursing major who is enrolled in at least six credit hours. Recipients must be a South Carolina resident with at least a 3.0 high school or college cumulative GPA.

The **MATTHEW POLIAKOFF SCHOLARSHIP** is an award of $500 to a junior with financial need, who has a cumulative 3.0 GPA, and is majoring in political science or business administration, or is following a pre-law program. Preference is given to students who demonstrate an interest in and plan to participate in governmental processes.

The **POLITICAL SCIENCE SCHOLARSHIP** for $200 is awarded during the spring semester to a student who is a full-time junior political science major with an overall cumulative GPA of 3.25. Candidate must show potential for graduate work in a political science-related field.

The **PRYM CONSUMER USA BUSINESS SCHOLARSHIP** for $750 is awarded to a School of Business senior (candidate for graduation during the year of the award—minimum of 30 hours taken at USC Upstate).

The **PRYM CONSUMER USA NON-TRADITIONAL STUDENT SCHOLARSHIP** for $750 is awarded to a School of Business major, preferably one beginning or resuming college work after an extended period of absence from academic studies.

ROTC SCHOLARSHIPS are awards that pay partial tuition and textbook costs. A $1,000 subsistence allowance may be used to assist with other miscellaneous academic expenses.

The **ROTARY CLUB OF SPARTANBURG SCHOLARSHIP** is a $1,000 annual award to a full-time Spartanburg County resident who is from a non-Rotarian family, has financial need, and has proven scholastic aptitude.

The **SONYA K. RUPPE MEMORIAL SCHOLARSHIP** is a $500 award given to a new freshman education major from Gaffney High School.

The **OLIN & MOFFIT SANSBURY SCHOLARSHIP** is an award of $1,000 to a student with academic ability, financial need, and potential as a contributing citizen of school and community. Preference is given to those students planning a career in public affairs.

The **D.L. SCURRY FOUNDATION SCHOLARSHIPS:** Three $500 scholarships awarded to South Carolina residents who demonstrate academic ability, have a minimum cumulative GPA of 2.0, and have financial need.

The **SIMOTON SCHOLARSHIP FOR AAA** provides $250 a year financial assistance to the president of the African American Association at USC Upstate. The recipient will also serve as an active member of the Executive Board of the East Spartanburg Branch of the NAACP.

The **CLINTON RICHARD SMITH SR. MEMORIAL SCHOLARSHIP** is awarded to a full-time School of Business student who has financial need. Preference is given to a married student whose parents are engaged in a local small business or industry.

The **FRANCES ELIZABETH SITTON SMITH MEMORIAL NURSING SCHOLARSHIP** provides an award annually to a full-time nursing student who has financial need. Preference is given to non-traditional students.

The **SPARTANBURG COUNTY FOUNDATION SCHOLARSHIP** provides a four-year scholarship of $1,000 each academic year to a new freshman. The recipient must reflect academic promise, financial need, be a resident of Spartanburg County and be a graduate of a Spartanburg County secondary school.

The **TERESA D. TILLER SPLAWN MEMORIAL SCHOLARSHIP** is an award to a nursing student who has previously worked in a nonprofessional health service position.

The **JOHN C. STOCKWELL AND DIANE C. VECCHIO INTERNATIONAL AWARD** is a $6,000 scholarship established to fund a summer of international travel and study for a full-time USC Upstate junior who is a South Carolina resident. The recipient must have at least a 3.0 cumulative USC Upstate GPA by the end of his/her sophomore year. Applications with full criteria may be obtained from the director of the Office of International Studies. November 1 of the applicant's junior year is the deadline.

The **N.A. STIRZAKER SCHOLARSHIP** is an award for a fulltime USC Upstate junior with high academic standing. The award is renewable for the recipient's senior year if a cumulative GPA of at least 3.0 is maintained. Dr. Norbert A. Stirzaker was the first director of USC Upstate, and this scholarship was created by his colleagues and friends in tribute to his many years of service to the University.

The **TEAM CAROLINA SCHOLARSHIP** is a $500 per year award to help provide assistance to a full-time business major who does not qualify for any state merit- based scholarships. Recipients must also demonstrate financial need (as defined by the Department of Education) and reside in Spartanburg County. Preference is given to employees of Domino's Pizza.

The **EDITH THROWER NURSING SCHOLARSHIP** is an award made to an associate degree or baccalaureate nursing

student who is enrolled either full-time or part-time. Recipients must have a proven academic ability and financial need. Preference is given to a non-traditional student (25 or older) who has family responsibilities.

The **DENISE TONE MEMORIAL SCHOLARSHIP** was established by the friends and family of Denise Tone. The proceeds from the endowment will be awarded by the scholarship committee of the Mary Black School of Nursing to students enrolled in a nursing program in recognition of academic excellence. Preference will be given to a student with a chronic illness.

UNIVERSITY OF SOUTH CAROLINA ALUMNI SCHOLARSHIPS are awards of varying amounts made to freshmen from the several judicial circuits in South Carolina and from metropolitan areas outside the state. The awards are based on academic ability and are renewable. Note: There is a specific application for this scholarship, and it must be sent to USC Alumni Association in Columbia, SC.

The **UPSTATE FAMILY SCHOLARSHIP FUND** provides financial assistance to a full or part time student that is of the USC Upstate family-employee spouse or dependent. A $1000 annual scholarship shall be distributed in increments of $500 per semester for the student who closely meets the criteria of, member of the USC Upstate family: employee, spouse or dependent; must be employed at USC Upstate a minimum of 1 year; financial need; 2.5 or higher GPA.

The **USC FACULTY/STAFF DEPENDENTS' SCHOLARSHIP** is open for application to any dependent child or spouse of a full-time University of South Carolina system employee. There is competition for this scholarship, and only a limited number of scholarships are awarded each year. To be eligible for consideration, the applicant must be enrolled or accepted for enrollment as a full-time undergraduate or graduate student on one of the University's eight campuses and have attained a minimum cumulative 3.0 GPA. Freshman eligibility is determined by high school class rank and SAT or ACT scores. The scholarship is renewable for up to four years for those students pursuing a baccalaureate degree provided the recipient maintains a minimum cumulative 3.0 GPA. In some cases, graduate students may receive the scholarship until receipt of their graduate degrees. Note: There is a specific application for this scholarship that must be sent to USC Columbia.

The **USC UPSTATE MATHEMATICS SCHOLARSHIP** is awarded to an incoming freshman interested in pursuing a degree in mathematics. Recipient must have at least a 3.5 cumulative high school grade point average and SAT score of at least 1100. The scholarship is awarded to fulltime students and may be renewable for up to seven semesters provided the student continues to major in mathematics, maintains a cumulative overall GPA of 3.0, and a cumulative GPA of 3.0 in mathematics courses.

WESLEY K. WILBER SCHOLARSHIP is an endowment created to assist male, non-traditional students majoring in Business, with financial need, and not eligible for state merit based scholarships. The student must complete the FAFSA, and can be enrolled full or part-time.

The **ED AND CONNIE WILDE ENDOWMENT SCHOLARSHIP** is given to provide a $500 annual award to a player on the USC Upstate Men's Soccer team. The recipient must be a returning member of the men's Varsity Soccer Team, have demonstrated good character and achieved academically. Preference is given to a player who has been involved in community service.

ED WILDE WOMEN'S SOCCER SCHOLARSHIP goes to fund a $500 annual award to a player on the USC Upstate Women's Soccer team. The recipient must be a returning member of the Women's Varsity Team, should have demonstrated good character and achieved academically. Preference is given to a player who has been involved in community service.

The **DONALD YATES SCHOLARSHIP** provides $1000 of annual assistance to a parttime or fulltime Business Major, with an emphasis on Marketing, that does not qualify for any state merit based scholarships. The student must also have financial need (as defined by the U.S. Department of Education) and be a non-traditional student, rising senior with more than 90 hours of credit and a cumulative GPA of 3.0 or higher.

Many scholarships and stipends may be combined with other sources of financial assistance for which a student is eligible. However, a student may not receive more than one full-tuition University scholarship. Students wishing to be considered for scholarships must be unconditionally accepted for admission prior to deadlines. USC Upstate students who are awarded scholarships or stipends are required to be in good academic standing. These students must also be free of any current discipline code violation and may not be on disciplinary probation.

(Scholarship information is accurate at the time of publication. Availability of funds and other factors may change. For further information about scholarships and other financial aid, please contact the financial aid office.)

Fees and Expenses

Academic Fees

Academic fees at the University of South Carolina Upstate are established by the University of South Carolina Board of Trustees and are subject to change. Fees printed in this publication are proposed for 2006-2007.

Application Fee

Every new degree-seeking student is charged a non-refundable application fee of $40. Exceptions to this charge may be made for certain special categories of admission. Non-degree-seeking students must pay a non-refundable application fee of $10. Applications for admission must be accompanied by the application fee.

International Students

International students must ordinarily pay non-resident fees for the duration of their enrollment, unless they qualify for permanent alien status. Their standing in this category and application for resident fees must be cleared with the residency officer in the admissions office.

Examination Fees

Special examinations to establish undergraduate college credit without class attendance, or to validate credits from a non-accredited college, cost $15 per semester hour.

Estimated Tuition[1]

All fees are payable in full at the beginning of each term.

Undergraduate[1]

Full-time students (12-16 semester hours)
SC residents.....$3,740 per semester
Non-residents .....$7,738 per semester

Full-time students (17 semester hours and above)
SC residents..... $80 per semester hour
Non-residents ..... $160 per semester hour

Part-time and summer school students
SC residents ..... $321 per semester hour
Non-residents ..... $664 per semester hour

Graduate[1]

Full-time students (12-16 semester hours)
SC residents.....$4,144 per semester
Non-residents .....$8,958 per semester

Part-time and summer school students
SC residents ..... $411 per semester hour
Non-residents ..... $874 per semester hour

Certified Teachers
SC..... $285 per semester hour
Non-SC..... $316 per semester hour

Students taking courses at more than one University of South Carolina campus are charged the appropriate campus rate per hour for each course taken. These charges may be in addition to the maximum fees, if reached, at the student's home campus. For example, a student taking 12 hours (or more) at USC Upstate and three hours at Union will be charged the full-tuition rate for the USC Upstate courses **plus** the cost of the course taken at Union calculated at the Union rate per hour.

Course auditing

Course auditing fees are the same as courses taken for credit.

Senior citizens

Legal residents of South Carolina who have attained the age of 60 and meet admission and other standards deemed appropriate by the University may attend classes tuition-free for credit or audit purposes on a space-available basis.

Meals[1]

Each resident living in University housing is required to purchase one of five available meal plans. Bonus bucks, available with two of the meal plans, can be used by students for food purchases in the Dining Hall and at on-campus eateries SubConnection and Mochapelli's.

15 meals per week $999

Carte Blanche with 5 equivalencies $1,150

Housing[1]

Palmetto Villas *apartment-style complex for upperclassman*
Double room (per semester, per student) $1,700

Palmetto House *traditional-style complex for freshman*
Single room (per semester, per student) $2,400
Double room (per semester, per student) $2,000

Summer Term Housing
for freshman and upperclassman
(per Maymester term, per student).....$275
(per summer term, per student).....$375

NOTE: an advance room payment of $100 and $35 application fee are required for both Palmetto House and Palmetto Villas.

Insurance

Optional student health and accident insurance is available to all full-time students paying full fees. It may regularly be purchased only at the beginning of the fall semester, except in the case of new and transfer students. Contact the student affairs office for details on coverage and fees. International students are required to have adequate health insurance coverage. If proof of such coverage cannot be provided, students will automatically be charged for the University-approved plan for $350 per semester.

[1]*Fees are subject to change as approved by the USC Board of Trustees. Additional fees may be required in specific majors.*

Other Fees[1]

Matriculation fee[2].....$75

Technology fee.....$8 per credit hour (part-time)
$130 per semester (full-time)

Health fee.....$4 per credit hour (part-time)
$45 per semester (full-time)

Replacement of diploma as originally issued....$25

Transcript fee (each copy).....$8

Duplicate registration certificate fees

Replacement identification card.....$10

Replacement treasurer's fee receipt $5

Reinstatement $60

Parking: Students are charged a parking/security fee each semester as follows. Students must display a USC Upstate parking sticker on each vehicle, and comply with regulations as set forth on Page 45.

Single semester.....$35

Summer term.....$12

Estimated Expenses for One Academic Year[1]

Note: *The following estimate represents a reasonable minimum for full-time enrollment; it does not include meals, travel, room and board and other incidental expenses.*

South Carolina residents:

Academic fees, full-time
($3,740 per semester).....$7,480

Books (estimate: $450 per semester).....$900

Other fees.....$420

Total.....$8,800

Non-residents:

Academic fees, full-time
($7,738 per semester).....$15,476

Books (estimate: $450 per semester).....$900

Other fees.....$420

Total.....$16,796

Fines[1]

Bad checks or credit cards returned for any reason: $25 plus late fee if used for payment of enrollment fees.

Damage: Students are charged for damage to university property or equipment.

Parking:

Parking improperly.....$15

Parking decal or permit not displayed.....$5

Parking in no parking area $15

Parking in loading or service zone $15

Blocking sidewalks or driveways.....$15

No parking permit for zone $15

Parking at fire plug, in lane $50

Parking on grass $15

Parking along yellow curbs.....$15

Parking in reserved spaces $15

Failure to register vehicle.....$15

Parking in handicap space
(fine set by state law).....$100

Blocking space or curb cut.....$100

Refunds

University charges are to be paid in full on the date they are incurred. Refunds are issued according to the schedules in this section to students who withdraw from the University, to part-time students who drop a course or courses, and to full-time students who are reclassified as part-time students as a result of dropping a course or courses.

Based on current federal regulations, students receiving federal Title IV financial assistance "earn" that assistance as they attend the University. All federal Title IV financial assistance is considered fully earned when the student has been enrolled past the 60% point of the enrollment term. If a student withdraws from the University prior to that 60% point, the unearned portion of the federal Title IV financial assistance must be returned to the source(s) of the funds. This is an obligation of **both** the University and the student.

The University is obligated to repay a calculated amount of the unearned portion of the student's Title IV financial aid, and this repayment is made from University funds. To the extent this repayment exceeds any applicable University policy refund, this amount is the financial obligation of the student to the University. To the extent total unearned federal Title IV financial assistance exceeds the portion repaid by the University, that amount is a financial obligation of the student to the lender and/or the Department of Education.

The return of the University's repayment is made in the following regulation prescribed priority sequence.

1. Unsubsidized Federal Stafford loans

[1] *Fees are subject to change as approved by the USC Board of Trustees. Additional fees may be required in specific majors.*

[2] *A one-time fee paid by new degree-seeking students.*

2. Subsidized Federal Stafford loans
3. Federal Perkins loans
4. Federal PLUS loans received on behalf of students
5. Federal Pell grants
6. Federal SEOG program aid
7. Other Title IV funds

University policy refunds for withdrawing students who have received non-Title IV financial aid, will be applied to the source(s) of that financial aid before any refund is made to the student.

The University administers refund policies for Title IV financial aid recipients as required by the Federal Higher Education Act. Immediately following is the standard university refund schedule. Specific refund dates are published in the course schedule for each semester. Additional information regarding federal refund policies is available in the Office of Financial Aid and Scholarships.

	Complete Withdrawals[1]	*Course Drops*[2]
Fall and Spring Semesters		
By the last day of the late registration period		100%
By the end of the first week of classes	100%	100%
By the end of the 10% period of the enrollment period	90%	70%
By the end of the 16% period of the enrollment period	70%	70%
By the end of the 25% period of the enrollment period	50%	0%
By the end of the 50% period of the enrollment period	25%	0%
Summer Terms		
By the last day of the late registration period	100%	100%
By the end of the 10% period of the enrollment period	90%	40%
By the end of the 25% period of the enrollment period	50%	40%
By the end of the 36% period of the enrollment period	40%	40%
By the end of the 50% period of the enrollment period	25%	25%

[1] *Refunds for complete withdrawals cover tuition, fees, housing and meal plans at the appropriate percentage.*

[2] *Refunds for course drops cover tuition only at the appropriate percentage.*

State Residency Requirements

The University of South Carolina Upstate assesses tuition and fees upon the basis of state residency. The rules regarding the establishment of legal residency for tuition and fee purposes for institutions of higher education are governed by the South Carolina Code of Laws. A copy of this law in its entirety is available from the Office of Admissions.

The initial resident status determination is made at the time of admission and prevails until such time that a student establishes a proper claim to residency as defined by the laws of South Carolina. Any student who is discovered to have been improperly classified as a South Carolina resident will be reclassified as a non-resident and will be required to pay differences in fees.

Persons having questions about residency are encouraged to secure a Residency Application Package from the Office of Admissions. Appointments with the director of admissions to discuss residency requirements are also encouraged.

The University reserves the right to alter any charges without notice. All charges are due and payable on the date that they are incurred, or the date indicated on the ticket, invoice or statement. Checks for the exact amount of the total charges should be made payable to the University of South Carolina Upstate.

Students failing to pay all required registration fees on or before the last date to change course schedule (as indicated in the university calendar) may be dropped from class rolls.

Students failing to relieve any other indebtedness to the University or to any of its auxiliary agencies on the date such obligations become due and payable may not be permitted to attend classes, stand final examinations, or be issued a transcript, diploma, degree or any other official statement.

Student and Diversity Affairs

The co-curricular program at the University of South Carolina Upstate is committed to the total development of students as individuals. Comprehensive services and activities are provided to complement the students' academic experience. These activities are organized to promote the holistic development of university students. This includes the physical, social, cultural and interpersonal development.

The Division of Student and Diversity Affairs

The Student and Diversity Affairs division is an integral component of the University of South Carolina Upstate. Its programs and services are designed to support the overall mission of the University by enhancing the cognitive, moral, cultural, physical, social and interpersonal development of the institution's students.

The Student and Diversity Affairs Division sponsors programs and services that are designed to:

- assist students in the successful transition to and from college;
- help students explore and clarify their values;
- encourage students to develop healthy relationships with others (i.e., parents, peers, faculty and staff);
- create opportunities for students to expand their aesthetic and cultural appreciation;
- teach students how to resolve individual and group conflicts;
- help students understand, respect and appreciate racial, ethnic, gender and other differences;
- provide opportunities for leadership development;
- implement programs that provide primary health care for students and encourage healthy living;
- provide opportunities for recreation and leisure-time activities;
- help retain students in school and promote their intellectual development and academic success;
- provide opportunities for students to develop and model responsible citizenship behavior;
- provide programs and services designed to help students develop realistic educational and career goals;
- promote the development of ethical and responsible conduct;
- facilitate personal and interpersonal development through an increased capacity to understand one's self and relate effectively to others; and
- establish activities and programs that encourage students to reason, organize, plan and execute complex tasks, set goals, solve problems, make decisions, analyze situations, and manage time and resources effectively.

The following offices and functions are included within the Student and Diversity Affairs division:

Student and Diversity Affairs Administration

- Assessment and Planning
- Division Administrative Compliance
- Equal Opportunity Compliance
- Overall Fiscal Management
- Performing Groups
- College Town Liaison
- Overall Supervision
- Undergraduate Assistantships
- Campus Diversity
- University Police Administration

Equal Opportunity Programs

- Affirmative Action and Equal Opportunity Compliance
- Discrimination and Harassment Prevention and Resolution
- Equal Opportunity Education and Training

Multicultural Student Services

- Diversity Training
- Multicultural Programs

Housing & Residential Life

- Facility Management
- Living/Learning Program
- Resident Assistant Training
- Student Housing Administration

Student Development

Alcohol and Drug Education Programs

- Educational Workshops
- Counseling
- Awareness Events
- Referral

Counseling Services

- Personal and Career Counseling
- Psychoeducational Workshops
- Personality Testing
- MAT and Dantes Administration
- Referral

Disability Services

- Services and Accommodations for students with disabilities
- Peer Academic Coaching
- Access issues
- ADA Compliance

Health Services

- Education
- Health Screenings
- Primary Health Care
- Wellness Promotion

Non-Traditional Student Services

- Advocacy for Non-traditional students
- Consultation and Referral

Student Life

- Campus Activities
- Campus Recreation/Intramurals
- Community Service
- Multicultural Affairs
- Enrolled Student Publications
- Greek Life
- Student Organizations
- Leadership Development
- Discipline

University Police

- Crisis Management
- Parking Services
- Safety Programs
- Protective Services

Equal Opportunity Programs

The mission of Equal Opportunity Programs is to ensure that applicants for employment, employees, and prospective and enrolled students of the University of South Carolina are protected against discrimination on the basis of race, color, religion, sex, national origin, age, disability, veteran status and sexual orientation. All qualified individuals are provided with equal opportunity in both employment and instruction. USC Upstate is committed to maintaining a harassment and discrimination-free environment for all members of the campus community. The office is currently located in the Campus Edge Apartments F-112. For more information, please contact the office at 864-503-9797.

Housing & Residential Life

USC Upstate currently offers traditional-style housing for freshman and apartment-style housing for upperclassman. Students residing on campus are required to purchase a meal plan. Early application for housing is recommended.

Palmetto Villas is an on-campus, apartment style residential complex that is operated and supervised by the University. It houses nearly 350 upperclassman in two-bedroom units that are furnished, air-conditioned, and has a kitchen with stove, refrigerator, dishwater and disposal. All units are networked as part of the USC Upstate system. A recreation area with pool, convenience store, laundry and basketball and volleyball courts are available.

Palmetto House, a $15 million, 105,000-square-foot residential facility for 348 freshmen, opened in January 2004. The complex consists of single and double occupancy rooms, open areas, and three recreation rooms. Each hall features a private study area and laundry facilities. In addition, there is a recreation room with three flat screen TVs, an assortment of games (billiards, ping-pong, foosball, air hockey) plus a vending area. This coeducational facility has controlled access, full sprinkler system, Internet access, cable television, green space, and adjacent parking.

Student Development

Student Development is comprised of the following areas: Alcohol and Drug Education Programs, Counseling Services, Disability Services and Non-Traditional Student Services. Student Development provides a wide range of support for the USC Upstate student community and is located on the first floor of the Campus Life Center.

Alcohol and Drug Education Programs

USC Upstate's Alcohol and Drug Education Programs promotes low-risk, healthy choices about alcohol and other drugs by providing educational workshops, media campaigns, substance-free events and counseling services. The goal is to promote low-risk, healthy choices and to prevent impairments in academic achievement, personal development and productivity. Services are provided by certified, master's-level counselors with experience in alcohol and drug issues. For information about these programs, please contact the office at 864-503-5195 or visit the Campus Life Center Room 107. Office hours are Monday through Friday from 8:30 a.m.-5 p.m.

Counseling Services

Counseling is available to assist students in reaching personal and educational goals. Counseling is short-term, solution based and provided in an atmosphere focusing on growth and change. The counseling staff includes three Counselors with advanced degrees and training. Additional services include couples and group counseling, outreach programming, assistance in career exploration and planning and psychoeducational workshops. Counseling is confidential, unlimited and provided free of charge to all students. Services are available in suite 107 of the Campus Life Center Monday through Friday, 8:30 a.m.-5 p.m. Additional hours are available upon request.

Disability Services

Disability Services provides services to students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act. The office works to provide equal access to University facilities and programs in order to meet individual needs. Possible accommodations include: alternative test administration, note-taking services, Books on Tape, textbooks scanned to CD, interpreting services, and priority registration. For information about services, please call 864-503-5123 or visit the Campus Life Center Room 107. Office hours are 8:30 a.m.-5:00 p.m., Monday-Friday.

Health Services

Health services provides students with individualized and quality health care, as well as information to help students stay healthy. These services include urgent care, physical exams, family planning, vaccinations, minor laboratory tests, health screenings, health education and promotion. If necessary, referrals are made to area physicians and specialists. Services for students are either free or a minimal fee (physicals, laby tests, flu shots, CPR, etc.). For more information about services, please call 864-503-5191 or visit Health Services in Palmetto Villas Building 1. Office hours are 8:30-5 p.m., Monday-Friday.

Non-Traditional Student Services

Non-Traditional Student Services offers support to students who are in any of the following categories: twenty-five years of age or older, married and/or parents, veterans of the armed forces, working full-time and attending college, and college or university graduates returning to school. This service focuses on assisting Non-Traditional Students in transitioning to college and linking them with appropriate support services to meet their diverse needs. For information, contact a non-traditional student advocate. Advocates are located in the Campus Life Center Room 107, (864) 503-5195, and are available from 8:30 a.m.-5 p.m., Monday-Friday.

Student Life

Involvement in co-curricular and extracurricular activities is an important aspect of college life. The Office of Student Life in the Division of Student Affairs provides support for a wide variety of activities, clubs and organizations for the student body.

Campus Activities Board

The purpose of the Campus Activities Board is to promote entertainment, cultural development and social interaction among students, faculty and staff through a variety of events. These include dances, plays, concerts, comedians, parties, and recreational activities. In return for their hard work, CAB members are given opportunities to participate in retreats, conventions, and many leadership activities.

Campus Recreation

The Office of Campus Recreation and Intramurals offers events, leagues and tournaments in a variety of team and individual competitions. A weight room, auxiliary gymnasium and ropes course are among the recreational facilities on campus. Equipment may be checked out through the Office of Campus Recreation. All USC Upstate recreational events are co-ed. In addition to intramural events, the program includes extramural competition against other universities. The Ropes Adventure Course is available for on-campus and off-campus groups to facilitate teamwork, communication and critical thinking skills through high and low ropes initiatives.

IMPACT Community Service Program

The USC Upstate IMPACT Community Service program provides a means of uniting the campus and community by promoting good relations between students, faculty members and administrators from a variety of backgrounds. This monthly series provides community service activities for all students at a variety of service locations. IMPACT also sponsors a Freshman Day of Service which occurs before classes begin in August.

Multicultural Affairs

The Office of Multicultural Affairs offers a wide range of programs to promote appreciation and understanding of diverse cultures and people. The office maintains a mentoring program; facilitates cultural programs; and provides many other valuable opportunities and resources for students, faculty and staff.

Campus Media

The Carolinian, the weekly campus newspaper, is published by students. It contains information pertaining to student life, club news, sports news and features.

writersINC. is an annual literary and art magazine, edited by students, that publishes the work of students, faculty members and others.

Social Fraternities and Sororities

USC Upstate has chapters of Alpha Kappa Alpha, Delta Sigma Theta, Delta Zeta, Kappa Alpha Psi, Kappa Sigma, Phi Mu, Sigma Alpha Epsilon, Sigma Gamma Rho, Zeta Phi Beta and Zeta Tau Alpha.

Academic and Honorary Organizations

A number of academic and honorary organizations are available for students to join. These include the Accounting Club, Alpha Mu Gamma, Chemistry Club, Computer Science Club, Club Art and Design, Criminal Justice Club, Diversity in Business Students, French Club, Gamma Beta Phi, Health Professionals Club, History Club, IMS Student Association, International Club, Kappa Delta Pi, Literary Club, Marketing Club, Math Club, Pi Gamma Mu, Pi Sigma Alpha, Psychology Club, Science Club, Sigma Tau Delta, Sociology Club, Special Education Club, Student Nurses Association, Teachers Educating All Children (TEACh), University Business Society and Writers Inc.

Special Interest Organizations

Among the campus organizations geared toward special interests are the African American Association, Aliya Urban Hip Hop Dance Clique, American Humanics Student Association, Amnesty International, Asian Club, Baptist Collegiate Ministry, Campus Activities Board, Campus Crusade for Christ, Current Affairs and Political Science Club (CAPS), Equestrian Club, Fellowship of Christian Athletes in Action (FCAIA), Hispanic Awareness Association (HAA), IMPACT, Ladies of Service, Collegiate 100, Scuba and Snorkel Club, Students for the Ethical Treatment of Animals (SETA), Students Against a Violent Environment (SAVE), Student Government Association, Student Pagan Association, Upstate DeutchKlub, Upstate Feminists, Upstate College Democrats, Upstate College Republicans.

Performance Groups

The Shoestring Players, the USC Upstate theater group, stages several major productions each year in the USC Upstate Performing Arts Center.

The University has several musical groups—the University Singers, the USC Upstate Jazz Band and the Gordon-Colloms Gospel Choir—that perform in concert and for special events.

The USC Upstate Debate Team gives students the opportunity to improve their research, reasoning and communications skills by competing with each other and with teams from other colleges and universities.

The Mock Trial Team helps students develop skills in formulating and presenting legal theory and arguments as well as many other team work and professional skills.

The USC Upstate Cheerleaders promote school spirit and support for the athletic program by cheering at pep rallies, basketball games and other athletic events.

The USC Upstate Dance Team performs at various campus and off-campus events, representing the school and promoting school spirit.

The Model United Nations encourages a greater awareness of the role of the United Nations in the peaceful resolution of international conflicts. Students are given an opportunity to participate in Model U.N. programs and develop their skills in oral and written communication.

Student Government Association

The Student Government Association is the official elected body that represents all USC Upstate students. SGA officers work to conduct student functions and to maintain lines of communication among the faculty, the administration, and the student body. Students are appointed to various university committees upon the recommendations of the SGA. Student organizations are chartered upon its recommendations.

University Police

The University Police patrols the campus on foot, bicycle, and in marked vehicles around the clock. The department has 10 full-time uniformed patrol officers, all of whom are graduates of the South Carolina Criminal Justice Academy and commissioned as state constables with statewide arrest authority. Emergency telephones, located throughout the campus on the outside of buildings, are activated by picking up the receiver or pushing the button on front of the callbox, which connects the caller with the University Police.

Parking and Traffic Regulations

All vehicles driven or parked on campus must be registered with the University Police. Parking permits must be clearly displayed at all times while the vehicle is on campus. Cars parked in restricted lots without the proper decal being displayed are subject to being towed. A schedule of fees for student parking permits is in the "Fees and Expenses" section of this catalog.

Parking regulations are strictly enforced, including a state-mandated $100 fine for parking in a space reserved for the handicapped without a permit to do so. Unless otherwise posted, the campus speed limit is 25 miles per hour.

Student Conduct Regulations

The University of South Carolina Upstate is an academic community preserved through the mutual respect and trust of the individuals who learn, teach and work within it. Inherent in the Code of Student Conduct is the belief in each individual's honesty, self-discipline and sense of responsibility.

Code of Academic Integrity

It shall be the responsibility of every student at USC Upstate to obey and to support the enforcement of the Academic Integrity Code, which prohibits lying, cheating or stealing. For details of the honor code, procedures for handling complaints, and penalties for violations, consult the *USC Upstate Student Handbook.*

Code of Student Behavior

It is also the responsibility of every student at USC Upstate to abide by the Code of Student Behavior, to conduct oneself so as not to impair significantly the welfare or the educational opportunities of others in the university community. All non-academic conduct that infringes upon the rights and welfare of others is thus embodied in the Campus Disciplinary Code. Violations are handled in the same manner as violations of the Academic Integrity Code. Consult the *USC Upstate Student Handbook* for details.

General Regulations

Alcohol Policy

USC Upstate enforces a strong alcohol policy in order to respect the academic environment and protect the welfare of individuals accessing the campus. The University complies with the Drug-Free Schools and Communities Act Amendment of 1989 in establishing and enforcing alcohol and drug policy. Consult the USC Upstate Student Handbook for a current copy of the Alcohol Policy.

For Your Information

• USC Upstate English Fluency Grievance Policy: Students who feel that they are unable to understand the spoken and/or written English of an instructor at USC Upstate shall schedule a meeting with the dean of the respective school and make their concerns known. The dean will conduct an investigation and report to the complaining students his/her finding within ten working days of the complaint. In the event student charges are substantiated, the dean and the vice chancellor for academic affairs will take immediate action to rectify the problem. Such action may take the form of replacement of the instructor immediately, intensive remediation of the problem, or any other solution that protects the due process rights of faculty and students. Refer questions to the Academic Affairs Office.

• Policy for Non-Academic Grievances

A grievance is defined as a dissatisfaction occurring when a student thinks that any condition affecting him/her is unjust, inequitable or creates an unnecessary hardship. Such grievances include, but are not limited to, the following problems: mistreatment by any university employee, wrongful assessment and processing of fees, records and registration errors, racial discrimination, sex discrimination, and discrimination based on handicaps, as they relate to nonacademic areas of the University. The grievance procedure shall not be used for appeals

of disciplinary decisions, residency classification decisions, traffic appeals decisions or any other type decision where a clearly defined appeals process has already been established. The procedure is as follows:

The initial phase of the student grievance procedure requires an oral discussion between the student and the person(s) alleged to have caused the grievance. This discussion must take place within ten working days of the incident that constituted the grievance.

If the student wishes to file an official grievance, a grievance form must be completed and filed with the immediate supervisor of the person alleged to have caused the grievance. The form must be filed with the person's immediate supervisor within five working days of the initial discussion referred to above. The supervisor shall immediately investigate the incident and render a decision. If the student feels the grievance is resolved, the process is complete.

If the grievance is unresolved, the student may bring the matter before the Grievance Committee by presenting a written statement within ten working days of the supervisor's decision.

The Vice Chancellor for Student Affairs and Diversity Affairs coordinates the grievance procedure for nonacademic areas and should be contacted for forms and assistance.

• **The Student Right-to-Know Act** requires higher education institutions that receive federal funds to report graduation rates for students who enter the institutions as first-time, full-time degree-seeking students. In the case of four-year institutions, the rate is based on the number of those students who graduate within six years of enrolling.

The graduation rate for first-time students who entered the University of South Carolina Upstate on a full-time basis in the fall of 1996 is 36.1%.

The figure does not include students who transferred from other institutions and graduated from USC Upstate, or those who transferred from USC Upstate to other four-year institutions and graduated from them.

The graduation rate is also affected by students who change from full-time to part-time status, those who discontinue studies and later return, as well as those who drop out permanently.

Academic Regulations

As the chief governing body of the University of South Carolina, the board of trustees delegates powers to the chancellor, the president, and the faculty in accord with its policies. Subject to the review of the chancellor, the president and the board of trustees, the faculty retains legislative powers in all matters pertaining to the standards of admission, registration, instruction, research and extracurricular activities; the requirements for the granting of degrees earned in course; the curricula; the discipline of students; the educational policies and standards of the University; and all other matters affecting the conduct of academic affairs.

The University reserves the right to make changes in curricula, degree requirements, course offerings, and all academic regulations, at any time when, in the judgment of the faculty, the chancellor, the president or the board of trustees, such changes are for the best interest of the students.

The University assumes that students, through the act of registration, accept all published academic regulations appearing in this catalog, class schedule or in any other official announcement.

Unforeseen circumstances may interfere with the scheduling of any particular course or degree offering. Students are expected to take such developments into account as they arise, even if doing so means a delay in some of their academic goals or a modification of those goals. Each academic unit concerned works closely with students facing such problems in an effort to resolve them. Classes may be cancelled for extenuating circumstances such as insufficient enrollment.

Rights of Catalog

An undergraduate student may choose to obtain a degree in accordance with the curricular requirements in force when he or she first enrolls in the University or under subsequent requirements published while the student is enrolled.

The following conditions apply to the selection of degree requirements:

1. A student has eight years continuous and inclusive to claim the requirements of a specific catalog.
2. A student who is absent for more than five years must select the catalog in effect at the time of his or her return.
3. The choice of requirements is restricted to a single bulletin.
4. A student may not appeal to requirements adopted and abandoned while he or she was not enrolled in the University.

A student who is absent from the University, for even a short time, may find that there have been drastic changes in curricula and programs. In such cases, there may be no choice for the student but to adopt the new program or a transitional program approved by the dean. USC Upstate is not responsible for providing programs or courses that were deleted during the student's absence.

Course of Study

Students are expected to follow the program outlined by their college or school as closely as possible, particularly in the first two years when they are satisfying general education requirements and prerequisites for advanced work.

Students must complete courses in the prescribed sequence. Failure to do so may lead to future schedule difficulties, and students may find that the course for which they wish to enroll is not available.

Course Substitutions

Under unavoidable and exceptional circumstances, the faculty may permit a substitution or an exemption from the ordinary processes to complete the prescribed curricula. Students requesting a deviation from the prescribed course of study should consult with their academic advisor before preparing a petition listing the substitutions or exemptions sought and the reasons for the requests. Petitions are submitted on forms obtainable from the deans' offices or the Records Office. They must be returned to the dean of the school in which the student is enrolled.

Any deviation from degree requirements as published in the catalog must have the approval of the dean of the student's major. If the petition is denied, students may appeal to the executive vice chancellor for academic affairs. The petition must be approved before a student enrolls in the substitute course.

Students transferring from another college or university desiring to substitute courses taken elsewhere for courses prescribed at USC Upstate must submit a petition to the dean of the college or school in which they expect to receive a degree.

Change of Major

A student desiring to change his or her program of study is required to (1) obtain a change of major form from the current dean's office or from the Records Office, (2) have this form signed by the dean of the current college or school, (3) present the form for the approval of the dean of the college or school in which he or she plans to enroll along with a copy of the academic record obtained from the office of the former dean, and (4) return the completed form to the Records Office for processing. A change of major should be completed in advance of registration. Students are responsible for keeping their intended major current and accurate by processing a change of major when necessary.

Change of Name

A student wishing a name change must present to the Records Office proper legal documentation such as a marriage license, a court order approving a name change, or a divorce decree in which a name change is granted.

Change of Address

Students are obligated to notify the Records Office of any change of address and/or phone number. Failure to do so can cause serious delay in the handling of student records and notification of emergencies at home. Students change their address by using VIP. Returned mail due to an incorrect address will result in a "hold" being placed on a student's record, preventing registration.

Indebtedness

A student who is indebted to the university may be prohibited from attending class, taking final examinations, or registering for future terms. Indebtedness to the University may also prevent conferring of a degree, issuance

of a diploma, or issuance of a transcript.

Students who have a repayment obligation for federal or state grant or loan funds (Pell Grant, Perkins Loan, SEOG, Supplemental Loan for Students or Stafford Loan) are not permitted to receive federal, state or institutional financial aid.

Change of Campus Within USC System

Students wishing to change campuses within the University of South Carolina system may initiate the process in the Records Office. Eligibility is determined by the campus and major to which the student wishes to transfer, is based on hours earned and GPA. Students are responsible for meeting all requirements and deadlines.

Registration

Official enrollment in the University requires that students be academically eligible, complete the registration process, and have made payment of current academic fees.

Students are expected to complete registration (including the payment of all required fees and having an ID card made or validated) on the dates prescribed in the university calendar. Failure to pay fees by the published deadlines may result in cancellation of the student's class schedule. To receive credit for a course at the end of the semester, students must be officially enrolled prior to the last day of late registration.

Academic Advisement

The purpose of academic advising is to facilitate students' progression in meeting educational goals. Students are assigned a faculty advisor early in their first semester of attendance.

Academic advising is a joint venture between the faculty advisor and the student. The faculty responsibilities include knowledge of the curriculum, of institutional policies, and of services available on campus. Faculty members assist students in developing an educational plan including selection of courses, scheduling classes and evaluating progress toward the degree.

Students are responsible for making educational decisions, scheduling advisement appointments and initiating discussions concerning academic difficulty or changes in their plan of study. Students should read all university literature and meet published deadlines.

A scheduled advisement period is held during fall and spring semester the week before priority registration. Students are required to meet with an advisor prior to their registration appointment time. After advisement, a "hold" is lifted allowing the student to register through the web registration system.

Advisement Testing

New freshmen must take advisement tests in mathematics and foreign language. Anyone who does not receive transfer credit for English 101 or foreign language must take advisement tests in these areas. Those who have not completed the math requirement for their USC Upstate major must take a placement test in math. Refer to the foreign language placement policy on page 62.

Course Load

Graduation from USC Upstate in four years assumes completing 30 semester hours of course work per year that can be applied to the degree program. Changing majors, repeating courses, or enrolling in less hours will delay graduation past four years.

A student may enroll in no more than eighteen hours during a fall or spring semester, three hours during Maymester, or six hours during a single summer session (seven hours if one course is a four-hour course) without permission of his or her dean. Permission will not be granted for enrollment in more than twenty-one hours in fall and spring semesters. In order to receive permission for an overload, a student must have an overall GPA of 3.0 or a 3.0 GPA on twelve or more hours for the previous semester. Forms to request permission for an overload are available in the deans office and the Records Office.

Semester Hours Enrollment:

Fall and Spring Semesters

Semester Hours	
1-11	Part-time status
12	Full-time status/graduate in 5 years
15-18	Full-time status/possible to graduate in 4 years
19-21	Must have permission to overload
Over 21	Not Permitted

Summer

Term	Part Time	Full Time	Overload
Maymester	1-2	3	over 3
Summer I and II	1-5	6-7	over 7

Independent Study

A student who wishes to enroll in an independent study course may do so by engaging a supervising faculty member, completing a contract in association with that faculty member, securing approval of the dean, and registering in the Records Office. Independent studies forms should be completed no later than the first week of the semester.

Internship

A student who wishes to enroll in an internship may do so by engaging a supervising faculty member, completing a contract in association with that faculty member, securing approval of the dean, and registering in the Records Office. Internship forms should be completed no later than the first week of the semester in which the student is interning.

Auditing

Auditing a course means attending classes and listening without actively participating in the class. Students must meet course prerequisites. The auditor is not responsible for class assignments or examinations. No academic credit is earned for a course which is audited nor may it be earned later through examination. A student who has audited a course is not prohibited from taking the course later for credit.

A student who wishes to audit a course must be admitted to the University and enroll in the course as an auditor. However, students taking the class for credit are given preference over auditors where enrollment limits are a concern.

A student who is auditing a course, but who wishes to

take the course for credit, may change his or her registration by the end of the late registration period.

Students wishing to audit a course or to change from credit to audit may do so only with permission of the instructor. Each instructor may set attendance conditions for the audit. Students not meeting those conditions will be withdrawn from the audit after the semester ends, with the withdrawal date listed on their transcript

1. Students who wish to audit or change from credit to audit should get an Audit form from the Records Office.
2. The form must be signed by the professor with any limiting attendance conditions specified.
3. The form is then signed by the student's advisor and turned into the Records Office. The last day to change credit to audit is the same day as the last day to withdraw without academic penalty.

At the end of the semester when the faculty submit grades, any student who has not met the conditions of the audit as reported by the faculty member will be withdrawn. Faculty will submit a Withdrawn from Audit form.

Pass-Fail Option

A student who has a cumulative GPA of at least 2.0 and who wishes to investigate fields of study other than those required by his or her degree program may choose the pass-fail option. The pass-fail option applies only to elective courses. No more than eight courses may be taken on a pass-fail basis during a student's academic career (excluded are credits granted for AP, CLEP, or ACT PEP). The option is offered on all courses at the undergraduate level, and normal prerequisites may be waived on these courses.

Enrollment for a course under the pass-fail option requires approval of the dean in the student's major. The option must be elected or revoked no later than the last day to withdraw without **academic** penalty.

Courses taken on a pass-fail basis do not count in the student's GPA nor toward the hours required for the Chancellor's or Dean's honor lists.

Repetition of Courses

Grades earned in a repeated course appear on the transcript and are calculated in the GPA (see Grade Forgiveness Policy). Students may receive transient credit for courses previously attempted at USC Upstate. (See transient credit policy).

Undergraduate Enrollment in Graduate Courses (Senior Privilege)

An undergraduate senior in his or her final semester may enroll in graduate courses under the following conditions:

1. The student has a cumulative GPA of 3.0.
2. The graduate course(s) do not create an overload.
3. Courses for graduate credit are not be used to meet undergraduate degree requirements.

Summer Sessions

Summer sessions normally consist of a three-week term (Maymester) and two four and one-half-week terms. Students regularly enrolled in the University may take work applicable to the degree during the summer session.

The maximum course load permitted in the Maymester is three semester hours. Six semester hours per term are permitted in the four and one-half-week sessions. A single extra hour may be carried if one of the courses involved is a four-hour course.

The University reserves the right to cancel any course in the case of inadequate enrollment. Registration in any course may be closed when the maximum enrollment for effective learning is reached.

Changes in Registration

A change in registration involves adding a course, dropping a course, withdrawing from a course, changing from one course section to another, changing the number of credits in a variable credit course, or changing course registration from audit to credit. Any change in registration must be filed with the Records Office on the proper form with all required signatures by the published deadlines.

Any change involving adding a course, dropping a course, changing a section, changing the number of credits in a variable credit course, or changing from audit to credit must be completed by the end of late registration as published in the university calendar. Students may elect or revoke the pass-fail option no later than the last day to withdraw without penalty. Students are urged to consult with the academic unit in which they are enrolled concerning any change of registration.

With the permission of both instructors, students may make the following schedule changes during the first few weeks of the semester (assuming the availability of the course to which the student desires to move):

Biology 101 to/from 110
Chemistry 105 or 111 to/from 101
French, German, and Spanish 101 to/from 102, 102 to/from 201, 201 to/from 202 or 210, 202 or 210 to/from 310
Mathematics 120 to/from 121, 121 to/from 141,126 to/from 141, 127 to/from 141

Adding a Course, Dropping a Course, and Section Changes

Students may add a course, drop a course, or make a section change through the last day of late registration by following the instructions published in the schedule of courses. Courses dropped during the late registration period are not recorded on the permanent record and are not entered into the computation of hours attempted, grade point average, or any other totals. Students should discuss these matters with their advisor and obtain the appropriate signatures.

Course Withdrawal

Through Last Day to Withdraw Without Penalty. Course withdrawal is allowed after late registration and up through the last day to withdraw without academic penalty (the last day of the tenth week of the semester) by (1) completion of the Course Withdrawal Form available from the Records Office; (2) discussing the matter with the academic advisor and instructor, and having them sign the form; and (3) returning the form to the Records Office. Course withdrawals during this period are recorded

as a W (withdrawn) on students' transcripts but are not entered into the computation of hours attempted, grade point average, or any other totals. In summer sessions and other shortened terms, the time allowed to withdraw from a course without academic penalty is equal to approximately 72 percent of the total number of class days from the beginning of the term. Students should check the University's academic calendar for the prescribed date in each semester or term.

Following Last Day to Withdraw Without Penalty. A grade of WF (withdrawn failing) normally is recorded for any course from which a student withdraws after the last day to withdraw without penalty. A WF is treated the same as an F in the calculation of a students' grade point average and in the evaluation of probation and suspension conditions. In certain exceptional cases, a grade of WF may be changed to a W, assuming the student withdraws under extenuating circumstances or for medical reasons and that the student is passing the course at the time of withdrawal. Requests to have the grade of WF changed to W are initiated by the student with the dean of their major where the necessary procedures are explained and the student is supplied the form entitled Request for Assignment of W Grade for Medical Reason or Extenuating Circumstances After Penalty Date. This form and supporting documentation concerning the extenuating circumstances are presented to and discussed with the student's major dean. Upon concurrence of the dean, the student submits the form and documentation to the appropriate instructor(s) for a grade assignment. (The dean of the College of Arts and Sciences serves as major dean for those students who have not declared a major.) Students return the form completed and signed to the Records Office no later than the last day of class for the semester (before final examinations for the semester begin).

Withdrawal from the University

Students wishing to withdraw officially from the University should obtain the form entitled Request for Semester Withdrawal from the Records Office. Students are responsible for completing an exit interview with the dean of their major, obtaining the required signatures, and returning the form to the Records Office for final action. Students who stop attending the University without following the withdrawal procedure will receive an F for each course which may prejudice any future attempt to reenter the University.

Students withdrawing from the University prior to the last day to withdraw without penalty have the withdrawal date and the courses posted on their transcript with a grade of W.

Students withdrawing after the last day to withdraw without penalty, but not later than the last day of class, receive a grade of WF for each course in which they were enrolled. Students may petition to receive a grade of W rather than WF by carrying out the procedures outlined under the section entitled "Course Withdrawal: Following the Last Day to Withdraw Without Penalty." Students who stop attending classes and fail to carry out the procedures for dropping or withdrawing from their courses will have final grades calculated on both completed and missed work. This typically results in a grade of F.

Post-Semester Withdrawal (Retroactive). A student who ceases attending classes due to medical or other extenuating circumstances so serious that the student was neither able to attend classes nor initiate withdrawal procedures, may request to have each final grade changed to a W to indicate that there was satisfactory performance before being forced to stop attending classes. Normally, an appeal to change a final grade is considered only if initiated within one year after the final grade is assigned. Withdrawal must be from all courses.

Requests for post-semester withdrawal are initiated in the Records Office, where the necessary procedures are explained and the student is supplied with the form entitled Request for Withdrawal After the Penalty Date for Medical Reason or Extenuating Circumstances. This form and supporting documentation concerning the extenuating circumstances are presented to the dean of the student's major, who will make a determination as to the nature of the circumstances and the dates during which the student was unable to participate in classes. The dean makes a recommendation as to whether the student should be permitted a post-semester withdrawal from the University based on the findings of an investigation of the facts. The recommendation of the dean will be sent to the registrar, who will then forward the recommendation to the faculty member(s) for assignment of a final grade of W or WF. The final grade will be based upon the student's academic standing at the time of the initiation of the extenuating circumstances. If the instructor is no longer at USC Upstate, and a forwarding address is available, the student shall, within the time specified on the extenuating circumstances form, transmit copies of all necessary materials to the former faculty member by certified return receipt mail. If the instructor fails to assign a W or WF within three months of the date of the request, or if no forwarding address is available, the dean of the appropriate college or school shall appoint a faculty member to consider the request and assign a W or WF.

The decision of the dean of the student's major concerning being allowed a post-semester withdrawal from the University or the assignment of a final grade by the faculty member(s) may be appealed as follows: (1) To appeal the decision of the dean of the student's major, the student requests that the Executive Academic Affairs Committee review the facts of the case. The decision of this committee will be final. (2) To appeal the assignment of a grade of WF, the student will follow the procedure described in the catalog section entitled "Academic Grievances."

Class Attendance

The resources of the University are provided for the intellectual growth and development of the students who attend. The schedule of courses is provided to facilitate an orderly arrangement of the program of instruction. The fact that classes are scheduled is evidence that attendance is important and students should, therefore, maintain regular attendance if they are to attain maximum success in the pursuit of their studies.

All instructors will, at the beginning of each semester, make a clear written statement to all their classes regarding

their policies concerning attendance. Instructors are also responsible for counseling with their students regarding the academic consequences of absences from their classes or laboratories. Students are obligated to adhere to the requirements of each course and of each instructor. All matters related to the student's absence, including the possible make-up of work missed, are to be arranged between the student and the instructor. Students should understand that they are responsible for all course content covered during their absences and for the academic consequences of their absences.

Examinations

Final Examinations

Final examinations are scheduled at the end of each semester and term. A calendar of examination times is published in the *Schedule of Course Offerings*. All final examinations must be administered during the time period designated in the calendar of examination times. Instructors may allow students to switch from one examination section to another when that instructor teaches multiple sections of the same course. Exceptions from this policy should be addressed to the Executive Vice Chancellor for academic affairs.

Laboratory examinations are normally scheduled during the last meeting of the lab.

A student who is absent from a final examination will receive a grade of F in the course if an excuse acceptable to the instructor is not offered. When the instructor excuses an absence from the examination, a grade of I (incomplete) is awarded until the examination is made up. Please see the section on incompletes on page 55. A student who is excused must take the examination at the convenience of the instructor. In any case, the examination must be made up within one year.

Reexamination or the assignment of additional work for the purpose of removing an F or for raising a grade is not permitted.

Tests

Faculty are restricted in the scheduling of tests only during the final week of classes of a regular semester. Restrictions are as follows:

Class Meetings Per Week	*Testing Restrictions*
1	No testing during the last class meeting
2	No testing during the last 2 class meetings
3	No testing during the last 2 class meetings
4 or more	No testing during the last 3 class meetings

These restrictions do not apply to laboratory examinations which may be administered during the last week of classes.

Academic Standing

All students enrolled at USC Upstate are subject to the same continuation standards. Administration of these regulations is the responsibility of the Executive Vice Chancellor for Academic Affairs and is coordinated by the registrar's office. Students seeking relief from these regulations must go through the appeal process (see Academic Suspension Appeal Process).

The following standards regarding scholastic eligibility are applicable to all undergraduate students.

Continuation Standards

Academic probation. The academic record of every student is reviewed at the end of the fall semester, the end of the spring semester, and at the end of the final summer session. Students who do not meet the following cumulative GPA standards will be placed on academic probation:

24 to 44 grade hours—a minimum cumulative GPA of 1.50 is required
45 to 59 grade hours—a minimum cumulative GPA of 1.75 is required
60 or more grade hours—a minimum cumulative GPA of 2.00 is required

A student who has been placed on academic probation must achieve a minimum GPA standard on courses attempted after being placed on probation. The GPA standard required of students who have been placed on academic probation is as follows:

0-11 grade hours—no minimum GPA required
12 or more grade hours—a minimum GPA of 2.00 is required

Academic probation may be removed in the following way:

1. Attempt 12 or more grade hours while on probation, and
2. Attain a minimum cumulative GPA that meets the above GPA standards.

Students who leave the University without completing a term of probation, and are absent for thee (3) or more years, will begin a new term of probation upon readmission.

Academic suspension. A student who has been placed on academic probation but does not achieve the required minimum GPA standard will be placed on academic suspension. There are three levels of academic suspension.

Level	*Length of suspension*	*How suspension may be removed*
First	2 major semesters	1. Attend summer school at USC Upstate, enroll in at least nine grade hours, and achieve a minimum grade of "C" on all courses attempted, or 2. Successful appeal through the suspension appeal process, or 3. Serve the suspension
Second	4 major semesters	1. Successful appeal through the suspension appeal process, or 2. Serve the suspension.
Third	Indefinite	

A student who is serving a second suspension may attend summer school at USC Upstate. Grades earned in summer school may provide evidence of fitness for removal of the second suspension through the appeal process.

A student who has a third (indefinite) suspension may not enroll in classes at USC Upstate.

Suspended students will not be admitted or allowed

to continue any program of the university for credit or GPA purposes. Grades based on credits earned at other institutions while under suspension will not be used to remove the suspension. See suspension appeal process.

Academic Suspension Appeal Process

Students wishing to appeal academic suspension should contact the Records Office to obtain an appeal form. Completed forms must be submitted to the Records Office to be considered.

1. The Admissions and Petitions Committee may grant students relief from academic suspension only in extraordinary circumstances.
2. Decisions of the Admissions and Petitions Committee may be appealed to the Executive Vice Chancellor for Academic Affairs.

Returning to the University. A student who reenters the University after having been suspended will begin a new term of probation. The conditions of that academic probation are those listed above. Students who have been granted relief through the suspension appeal process may have additional conditions imposed on them. Students will be notified of any additional conditions by letter.

When a student is granted relief from academic suspension through the appeal process, the suspension is not removed from the permanent record, but continues to appear on the record and to count as one of the three academic suspensions a student is allowed.

Academic Grievances

The University of South Carolina Upstate is committed to the judicious, fair and impartial resolution of conflicts which arise between an instructor and a student and of petitions from students who seek relief from university regulations related to their academic work. The process is designed to provide an objective review of student complaints regarding academic grievances, including acceptance into a program (for example, nursing or education), transfer credit, grades and other academic policies. Copies of the Academic Grievance Policy and the appeal form are available in the Records Office. Instructors are not bound by the grade appeal recommendations. Students wishing to appeal academic suspension should follow the procedure under "Academic Suspension Appeals Process."

Transfer Credit

Students wishing to transfer to USC Upstate should refer to the admissions section on page 17 of this catalog. All official transcripts must be sent directly to USC Upstate from each institution the student has attended, including summers, transient or concurrent enrollment, whether or not the credit is earned or applies to the degree sought. All work will be used in the calculation of the collegiate GPA.

Transient Credit

Degree-seeking students at USC Upstate are expected to follow the progression of courses described in their program of study, which builds academic skills through course sequencing. Students enrolled as degree-seeking candidates will receive a degree from USC Upstate and thus are expected to complete course work at USC Upstate. Continuing students are permitted to take courses at other institutions; however, not all courses offered at other colleges and universities are transferable and some may not count toward a student's degree program. Students seeking transfer credit must complete the following prior to enrollment:

Obtain a Transient Credit from a division office, dean's office or the Records Office;

Obtain approval signatures from the student's advisor and dean on the Transient Credit Form; and

Submit the completed Transient Credit Form to the Records Office.

To obtain transient credit for a course completed at another institution, students must:

Earn a minimum course grade of C for courses completed at all non-USC system schools; and

Request an official transcript from the transient institution be sent to the USC Upstate Records Office.

As noted in the residency policy, the last twenty-five per cent of the semester hours of the degree program must be completed in residence at USC Upstate. All grades earned in courses taken at other colleges or universities will count in the student's combined GPA.

Credit by Examination, Military Credit, and Credit for Non-collegiate Programs

Students with a strong background in a variety of basic subjects may be able to exempt courses and receive credit hours for courses based on their scores on Advanced Placement (AP), International Baccalaureate (IB), College Level Examination Program (CLEP), American College Testing Proficiency Examination Program (ACT PEP), Defense Activity for Nontraditional Educational Support (DANTES), or by successfully passing a course challenge examination prepared at USC Upstate. Students may also seek credit for military schooling or training offered by certain non-collegiate organizations. Normally, a maximum of 30 semester hours earned in any combination of correspondence courses, AP, IB, CLEP, ACT PEP, DANTES, USC Upstate institutional credit by examination, military and other service schools, educational programs of non-collegiate organizations, off-campus extension classes, or while classified as a special student are accepted as partial fulfillment of the requirements for the baccalaureate. Exceptions to this 30-hour rule may be made at the discretion of the dean of the appropriate college or school. Students planning to pursue work at other institutions or planning to take correspondence courses or off-campus extension classes must complete this work before attaining senior classification (see academic residency requirements.)

AP, IB, CLEP, ACT PEP, DANTES, and USC Upstate institutional credit by examination do not enter into calculation of students' GPA.

USC Upstate accepts many, but not all, AP, IB, CLEP and ACT PEP, and DANTES subjects. Transfer students with AP, IB, CLEP , ACT PEP, or DANTES credits in subjects not listed below must submit those credits to the dean of the appropriate school for review. Students are not allowed to earn CLEP, ACT PEP, DANTES and/or USC Upstate institutional credit by examination for courses in which they have been previously enrolled either regularly or as an auditor.

Advanced Placement (AP)

All Advanced Placement courses and tests are administered by high schools and should be completed successfully before entering USC Upstate. An entering student who has passed 30 hours of AP credit may be granted sophomore standing upon enrollment.

In order to receive credit for courses, students must have an original AP score report sent directly to the USC Upstate Records Office.

The Advanced Placement courses accepted by USC Upstate are:

Government & Politics: United States: Three credits for Government and International Studies 201 with a minimum score of 3.

Art History: Three credits for Art History 101 with a minimum score of 3.

Studio Art: Drawing: Three credits for Art Studio 110 with a minimum score of 3.

Studio Art: 2-D Design: Three credits for Art Studio 103 with a minimum score of 3.

Studio Art: 3-D Design: Three credits for Art 104 with a minimum score of 3.

Biology: Eight credits for Biology 101 and 102, including laboratory credit, with a minimum score of 3.

Chemistry: Four credits for Chemistry 111 with a score of 3; eight credits for Chemistry 111 and 112 with a score of 4 or 5.

Chinese Language & Culture or *Japanese Language & Culture:* Eight hours of university credit with a minimum score of 3.

Government & Politics: Comparative: Three credits for Government and International Studies 320 with a minimum score of 3.

Computer Science A: Three credits in Computer Science with a minimum score of 3.

Computer Science AB: Three credits in Computer Science with a minimum score of 3.

English Language and Composition and *English Literature and Composition:* Three credits for English 101 with a score of 3 or 4 on either English AP exam. Three credits for English 101 and three credits for English 102 with a minimum score of 3 or 4 on both English AP examinations. Three credits for English 101 and three credits for English 102 with a minimum score of 5 on either or both English AP examinations.

Environmental Science: Four credit (3 hours of SBIO 270, Environmental Science, and 1 hour of SBIO 270L, Environmental Science Lab) with a score of 3 or better.

European History: Three credits selected for History 111 with a score of 3.

French, German, Italian and *Spanish:* Six credits for 101 and 102 level courses with a score of 3 or 4. Nine credits for 101, 102 and 201 with a score of 5.

French Literature: Six credits for French 101 and 102 with a score of 3. Nine credits for French 101, 102 and 201 with a score of 4. Twelve credits for French 101, 102, 201 and 202 with a score of 5.

Human Geography: Three hours of lower-level geography credit with a minimum score of 3.

Latin-Vergil and *Latin Literature:* Four hours of university credit with a minimum score of 3 for each test.

Macroeconomics: Three credits for Economics 221 with a minimum score of 3.

Calculus AB: Six credits for Mathematics 143 and Mathematics 144 with a score of at least 3.

Calculus BC: Six credits for Mathematics 143 and 144 with a score of at least 3.

Microeconomics: Three credits for Economics 222 with a minimum score of 3.

Music Theory: Three hours of university credit with a minimum score of 3.

Physics B: Four credits for Physics 201 with a score of 3; eight credits for Physics 201 and 202 with a score of 4 or 5.

Physics C: Mechanical: Four credits for Physics 211 with a minimum score of 3.

Physics C: Electricity and Magnetism: Four credits for Physics 212 with a minimum score of 3.

Psychology: Three credits for Psychology 101 with a minimum score of 3.

Spanish Literature: Three credits for Spanish 202 with a score of 3, 4 or 5.

Statistics: Three credits for Economics 291, Mathematics 102 or Sociology 201 with a minimum score of 3.

United States History: Three credits for History 110 with a score of 3

World History: Three hours of lower-level history credit with a minimum score of 3.

International Baccalaureate (IB)

The University of South Carolina Upstate recognizes the academic rigor of the International Baccalaureate (IB) Diploma Program. Students may be awarded college credit for completion of higher-level IB examinations, as determined by the appropriate academic schools or divisions. All International Baccalaureate (IB) courses and examinations are administered by high schools and should be completed successfully before entering USC Upstate.

In order to receive credit for higher-level IB examination scores, students must ask that official IB examination results be sent directly to the USC Upstate Records Office. Minimum scores for awarding credit for IB examinations are determined by academic units responsible for course content.

College Level Examination Program (CLEP)

Credit for subjects in which students are knowledgeable, but have no class standing, can be gained through successful completion of the College Entrance Examination Board CLEP tests.

Credit earned in CLEP may be applied to any program where the course normally would be accepted as earned credit. CLEP credit is not granted for courses that have been failed previously, nor does CLEP credit raise a grade earned previously in any course. Repeat examinations are not allowed. USC Upstate does not give credit for the CLEP general examination.

The CLEP examinations accepted by USC Upstate are:

American Government: Three credits for Government

and International Studies 201 with a satisfactory essay and minimum score of 50 on the objective section.

American Literature: Three credits for English 279 or 280 with satisfactory completion of the essay section and a minimum score of 46 on the objective section.

Analysis and Interpretation of Literature: Three credits for English 102 with a satisfactory essay and a minimum score of 49. Credit is given after completion of English 101 with a C or higher. If CLEP examinations for both Composition and Literature are successfully completed, six hours of credit for English 101 and 102 are awarded upon passing any 300 or higher level English with a grade of C or better.

Biology: Eight credits for Biology 101 and 102, including laboratory credit with a minimum score of 50.

Introductory Business Law: Three credits for Business Administration 347 with a minimum score of 51.

Calculus: Three credits for Mathematics 141 and three credits for Mathematics 144 with a minimum score of 47.

Chemistry: Four credits for Chemistry 111 with a minimum score of 50.

College Algebra: Three credits for Mathematics 126 with a minimum score of 45.

College Algebra/Trigonometry: Three credits for Mathematics 126 and 3 credits for Mathematics 127 with a minimum score of 45.

College Composition: Three credits for English 101 with a satisfactory essay and a minimum score of 48 on the objective section. Credit is awarded after completion of English 102 with a grade of C of better.

Financial Accounting: Three credits for Business Administration 225 with a minimum score of 47; 6 credits for Business Administration 225 and 226 with a minimum score of 55.

Principles of Management: Three credits for Business Administration 371 with a minimum score of 47.

Principles of Marketing: Three credits for Business Administration 350 with a minimum score of 50.

Introductory Sociology: Three credits for Sociology 101 with a minimum score of 50.

Principles of Macroeconomics: Three credits for Economics 221 with successful completion of the essay section and a minimum score of 48 on the objective section.

Principles of Microeconomics: Three credits for Economics 222 with successful completion of the essay section and a minimum score of 47 on the objective section.

Micro/Macroeconomics: Six credits for Economics 221 and 222 with successful completion of the essay section and a minimum score of 47 on the objective section.

Money and Banking: Three credits for Economics 301 with a minimum score of 50.

Introductory Psychology: Three credits for Psychology 101 with a minimum score of 50.

Statistics: Three credits for Economics 291 with a minimum score of 49.

Trigonometry: Three credits for Mathematics 127 with a minimum score of 50.

American College Testing Program (ACT/PEP)

Credit for subjects in which students are knowledgeable, but have no college credit, can be gained through successful completion of the PEP tests. USC Upstate students may earn up to 30 semester hours via PEP. Those attempting PEP must rank in the 70th percentile of the scored population taking the examinations. Students wishing to take a PEP test should notify their faculty advisor of their intention to take the test.

The specific ACT/PEP exams are currently under review. Students may contact the Records Office or their dean for a current list of acceptable tests.

Defense Activity for Nontraditional Education Support (DANTES)

Credit for subjects in which students are knowledgeable, but have no class standing, can be gained through successful completion of the Defense Activity for Nontraditional Education Support (DANTES) tests. The DANTES Program is a testing service conducted by Thompson Prometric for DANTES, an agency of the Department of Defense.

Credit earned in DANTES may be applied to any program where the course normally would be accepted as earned credit. DANTES credit is not granted for courses that have been failed previously, nor does DANTES credit raise a grade earned previously in any course. Repeat examinations are not allowed. Students wishing to take DANTES tests should contact counseling services for the necessary applications and notify their faculty advisor of their intention to take the test.

The DANTES examination accepted by USC Upstate is:

Developmental Psychology: Three credits for Psychology 302 with a minimum scaled score of 46.

Institutional Credit by Examination

Students enrolled in the University may obtain credit by examination for courses in which they have had no class attendance or semester standing. However, permission must be obtained from the dean of the college or school involved. A grade of not less than B on the examination is necessary to receive credit for the course. Examinations are not permitted in courses in which students previously have enrolled either regularly or as an auditor. Before the examination, applicants must pay the Cashier's Office a fee of $15 per semester hour. This fee is non-refundable. The Records Office issues a receipt which must be shown to the dean of the college or school conducting the examination. The dean immediately reports the results of the examination to the Records Office. Credits earned under this regulation are recorded only as hours earned.

Military Service School Credit

Following enrollment, a student may obtain credit for experiences in the armed services. In order to receive credit the student must have a DD 214 and/or DD 295 and Certificates of Completion. Students who feel they qualify should contact the Records Office.

Following a review by the Records Office using *A Guide to the Evaluation of Educational Experiences in the Armed Services*, a recommendation for credit is made

to the dean of the student's major area. The final decision as to the credit awarded is made by the dean of the school in which the student is enrolled.

Credit for Non-collegiate Programs

USC Upstate will consider credit awarded for non-collegiate educational programs as recommended by the American Council on Education. Documentation is required. Final determination is made by the dean of the college or school in which the student is enrolled.

Correspondence Course Credit

USC Upstate students may receive credit for correspondence courses taken concurrently with their regular academic work. Students must request permission to enroll in such courses on a form available in the Records Office. Enrollment must be approved in advance by the dean of the college or school in which the student is enrolled.

Information concerning correspondence courses available from the University of South Carolina may be obtained from the Records Office. A minimum grade of C is required in order for correspondence courses to be counted in a student's degree program.

English Placement Examination

Entering freshmen who meet the criteria of the English Placement Examination may receive credit for English 101 after making a minimum grade of C in English 146.

Grading System

Grade Symbols

The grading system outlined below is in effect for all students at the University. Under this system, undergraduate course credit is granted only for earned grades of A, B+, B, C+, C, D+, D or S. Any of the following symbols (except NR) become a permanent part of students' academic records when assigned.

A, B, C, D and F carry the traditional academic connotations of excellent, good, average, poor and failing performance, respectively.

S and U indicate, respectively, satisfactory (passing) and unsatisfactory (failing) performance in courses carried on a pass-fail basis, as indicated in the course description, or in courses for which the pass-fail option is elected under the conditions detailed in the section entitled Pass-Fail Option. The grades of S and U do not enter into the calculation of the GPA nor are they used in evaluation for probation or suspension.

W is assigned for withdrawals after late registration but on or before the last day to withdraw without penalty. W may be assigned, in exceptional cases, to indicate satisfactory performance in courses from which students withdraw after the last day to withdraw without penalty. The grade is used primarily in cases of withdrawal from the University or course withdrawal for medical reasons or other extenuating circumstances. See the catalog section on "Changes of Registration" for an explanation of the procedures necessary for the assignment of this grade. A grade of W is not used in the evaluation of probation or suspension conditions and GPA computation.

WF is assigned for withdrawal from a course after the last day to withdraw without penalty and is treated as F in the computation of GPA and in the evaluation of probation and suspension conditions.

"I," incomplete, is assigned at the discretion of the instructor when, in the faculty member's judgment, a student is faced with a significant disruption in his or her ability to complete some portion of the assigned work in a course. The grade of "I" cannot be used to give students additional time to complete course assignments unless there is strong, clear evidence that stated conditions or events prevented the student from submitting course assignments when they were due. The faculty member must transmit the prescribed on-line "Incomplete Justification Form" as part of grade submission. The student can access this information on VIP. By arrangement with the instructor and according to the conditions on the required form entered by the instructor, the student may have from one week up to 12 months from the date the "I" was given—in no case can this be longer than 12 months—to complete and submit the work. It is the responsibility of the student to ensure all arrangements for removal of the "Incomplete" have been made and that all work to rectify the "Incomplete" has been accomplished. If the instuctor of record is no longer at USC Upstate, the student should, within the time specified on the incomplete grade form, transmit copies of all necessary materials to that instructor by certified return receipt mail. If the instructor fails to assign a grade within three months of the date of the request, if no forwarding address is available, the dean of the appropriate school or chair of the appropriate department/division shall appoint a faculty member to consider the request and assign a grade. When all required work has been completed and received, the instructor may initiate the appropriate "Make-up Grade for Incomplete" form and file it with the Records Office. If the student does not complete the necessary work by the agreed upon and stated deadline, the faculty member can submit a permanent grade change at that time. Automatically at the one year limit, the "I" will convert to an "F" or to a back-up grade if so designated by the instructor. The changing of an "I" to a letter grade requires notification and processing at various administrative levels. It may take several weeks before the letter grade and credits earned appear on the students's transcript, and in some cases, may delay approval for graduation. The grade of "I" does not affect the computation of GPA until a permanent grade is assigned. Students who receive an "I" must not register for the same course nor can they later withdraw from the course.

AUD indicates the student was enrolled in a course on an audit basis.

NR, no record, is assigned by an instructor to indicate a registration or attendance problem. It is a temporary mark on the transcript and must be replaced by a grade. An NR is changed to a grade of F after one semester if no other grade can be obtained from the instructor by the appropriate dean.

Grade Point Average

The grade point average is computed on the basis of all semester hours attempted for credit within the University of South Carolina, except for hours carried on a pass-fail basis. The GPA is not affected by courses taken on a non-credit or audit basis.

The grade points earned in courses carried with a passing grade are computed by multiplying the number of semester hour credits assigned to the course by a factor determined by the grade. For courses in which the grade of A is earned, the factor is 4; for B+, 3.5; for B, 3; for C+, 2.5; for C, 2; for D+, 1.5 and for D, 1. The grade point average is determined by dividing the sum total of all grade points by the total number of hours attempted for credit (excepting hours carried on a pass-fail basis). No grade points are assigned to the symbols F, S, U, WF, W, I, AUD or NR.

Grade Reports

At the end of each semester, students may access final grades through the USC Upstate Web page.

Course Grade Forgiveness

It is the policy of the University of South Carolina that every currently enrolled fully-admitted, degree-seeking undergraduate earning a "D+", "D", "F" or "WF" in a USC course may take up to two (2) undergraduate courses for a second time for the purpose of grade forgiveness. Both the first and second grades shall appear on the USC permanent record, but only the second grade will be used in computing the University of South Carolina cumulative grade point average. An explanatory notice will appear on the record. Once grade forgiveness is applied to a repeated course, the action may not be revoked.

Eligible students wishing to apply the course grade forgiveness policy to a course enrollment may do so at any time during their undergraduate enrollment, but no applications will be honored after the degree is awarded. Grade forgiveness can only be applied once per course for a maximum of two courses (not to exceed 8 credits) on a student's undergraduate academic record, without regard to the number of degrees sought.Under the grade forgiveness policy, the forgiven and repeated class must both be taken at the same USC campus. Courses transferred from other institutions are excluded from this policy.

This policy does not preclude students from repeating classes multiple times, in accordance with program requirements, but only the second attempt at the class may forgive the original grade of D+, D, F, or WF.

Only a regular letter grade can replace a forgiven grade. Grades of "W", "I", "S", "U", or "AUDIT" may not replace previous grades. Grades carrying an honor code violation sanction of "X" are not eligible for grade forgiveness.

Established requirements for repeating classes, admission to, or progression in, specific academic programs of the University take precedence over the grade forgiveness policy. Program or progression grade point averages are not affected by this policy. Refer to the guidelines for each program for specific requirements.

Courses intended to be repeated for additional credit, such as research or applied music, are not eligible for grade forgiveness. Semester honors (dean's or president's honor list), academic standing (scholastic deficiency, probation, suspension), or previous grade point totals will not change retroactively as a result of applying this policy.

Students who have been granted Academic Forgiveness to reset the grade point average after readmission are not eligible for course grade forgiveness. Please refer the bulletin entry for Academic Forgiveness for Former USC Students with Less Than a 2.00 Cumulative GPA.

Transcripts

A transcript of students' records carries the following information: current status, a detailed statement of the scholastic record showing courses pursued with semester hours carried, semester hours earned, grades, grade points, and system of grading. A permanent record of all failures, incomplete grades and penalties such as probation, suspension or other restrictions are also indicated. The transcript also contains references to other colleges or universities attended and the total credits accepted by USC Upstate. No partial record is issued.

All requests for transcripts must be written. Students needing a copy of their transcript or a certified copy of the end-of-semester grade report must complete a transcript request form at the Records Office. All official transcripts are processed through USC Columbia. Transcript costs are $8.00 for each copy. No transcript is issued to students who are indebted to the University.

With the exception of copies made for internal university use, no copy of a student's records is released anywhere (including the state department of education) without the student's written consent, unless required by law or court order.

Academic Forgiveness

A former University of South Carolina undergraduate student who meets all of the following conditions may apply for academic forgiveness:

1. The student must have a cumulative GPA of less than 2.0 on all University of South Carolina course work.
2. The student was not enrolled at any University of South Carolina campus for at least 48 months.
3. The student must be readmitted to a degree program at the University of South Carolina and must complete at least 24 hours of approved graded course work prior to applying for academic forgiveness.
4. After readmission to the University, the student must earn a cumulative GPA of at least 2.0 and meet the progression requirements of his or her degree program.
5. The student has not previously been granted academic forgiveness.

A student who has met these conditions and desires academic forgiveness must submit a written request for academic forgiveness to the dean of the school in which the student is enrolled. After verification of the student's eligibility, the dean shall inform the registrar that academic forgiveness has been granted to the student.

Once academic forgiveness has been granted, the following apply to the student's academic record:

1. All curriculum requirements will be in accordance with those in force at the time of or subsequent to the student's readmission.
2. The student may not receive academic honors upon graduation.

3. The student's grade point average is recalculated beginning with the semester in which the student was readmitted to the University.
4. Courses in which the student received a passing grade prior to readmission and the granting of academic forgiveness may, at the discretion of the student's school, be used for academic credit, but are not used in the calculation of the grade point average.
5. The following statement shall appear on the academic record of any student granted academic forgiveness: "This student was grant ed academic forgiveness under the University of South Carolina Academic Forgiveness Pro gram. No courses taken prior to (date of read mission) are used in the calculation of the GPA, but those in which the student received a passing grade may be used to meet degree requirements."
6. The permanent academic record will remain an unmodified record of all work attempted at the University of South Carolina.
7. A cumulative GPA of 2.0 is required on all work following academic forgiveness for pur poses of graduation.

Classification of Students

Classification of students is based on the total number of semester hours earned. A student must have earned 30 semester hours to be classified as a sophomore, 60 for classification as a junior, and 90 for classification as a senior. Students are classified at the beginning of each semester.

Academic Honors

Honor Lists

Each semester, academic achievement is recognized by entering students' names on the chancellor's honor list and the dean's honor list. The chancellor's honor list requires a GPA of 4.0 earned on a minimum of 12 credited semester hours. The dean's honor list requires a grade point average of 3.5 or higher (3.25 or higher for freshmen) earned on a minimum of 12 credited semester hours.

No course carried on a pass-fail basis is counted toward the 12 hours required for either the chancellor's or dean's honor lists.

Graduation with Honors

Graduation with honors is based on a cumulative GPA calculated on all work in the student's college career, including any attempted at other institutions. This calculation includes all courses attempted, not just those submitted in fulfillment of graduation requirements.

Transfer students who apply to graduate with honors, in addition to their overall record, must show a GPA within the University of South Carolina which meets the level specified for the honors being sought.

The following designations indicate a consistently high level of academic achievement through the student's entire academic career. To graduate with such honors, a student must have earned at least 60 credit hours applicable to the degree in residence at the University. Courses taken by a transient student at other institutions, by correspondence, by examination, or by exemption are not considered "in residence."

Summa cum Laude: A cumulative GPA of 3.95-4.00
Magna cum Laude: A cumulative GPA of 3.75-3.94
Cum Laude: A cumulative GPA of 3.50-3.74

For purposes of the graduation ceremony and program, academic honors are calculated on the student's previous semester.

Honorary Societies

Students whose records demonstrate superior academic achievement may be invited to join several honor societies chartered on the USC Upstate campus. These organizations exist not only to recognize outstanding students but also to promote academic achievement in all areas of the University.

In 2005, the University of South Carolina Upstate was granted a chapter of Alpha Sigma Lambda National Honor Society, the oldest and largest honor society devoted to the recognition of non-traditional students pursuing higher education. Alpha Sigma Lambda National Honor Society was established in 1945 to honor superior scholarship of nontraditional students.

Alpha Mu Gamma, the national collegiate foreign language honor society, was founded in 1931 with the primary purpose of honoring students for outstanding achievement in foreign language study during college. Activities of the society are: biennial national conventions, regional conferences, chapter meetings and special chapter activities like sponsorship of National Foreign Language Week.

A chapter of Gamma Beta Phi national honor society was chartered at USC Upstate in 1978. Membership is open to students who rank in the top 15 percent of their class and who have completed 15 or more semester hours in residence at USC Upstate.

A chapter of Kappa Delta Pi, a national education honorary fraternity, was established at USC Upstate in the spring of 1978. It is open to juniors and seniors who have outstanding academic records and a strong commitment to the profession of education.

The Mu Rho Chapter of Sigma Theta Tau, the International Honor Society for Nursing, was chartered in March 1992. Membership is open to BSN students in the top 35 percent of the senior class with a minimum GPA of 3.0. This academic society strives to promote excellence and the advancement of nursing knowledge, research and leadership.

Omicron Delta Kappa is a leadership and scholarship honor society affiliated with Omicron Delta Kappa national fraternity. Membership is open to juniors and seniors who rank in the upper 20 percent of their class and who meet chapter criteria for leadership and service to the campus.

Phi Kappa Phi, dedicated to the recognition and promotion of academic excellence in all fields of higher education, is the nation's oldest and largest all-discipline

honor society. Membership by in Phi Kappa Phi is by invitation only. Those invited to membership include the top 7.5 percent of last-term juniors and the top 10 percent of seniors, along with outstanding graduate students, faculty, professional staff, and alumni.

Pi Sigma Alpha is the national political science honor society. The Nu Kappa chapter was chartered at USC Upstate in 1982. Membership is open to students who attain a B average, both overall and in political science courses. Applicants must have completed 10 semester hours in political science and be ranked in the upper third of their college class.

Psi Chi, the National Honor Society in Psychology, was founded in 1929 for the purposes of encouraging, stimulating, and maintaining excellence in scholarship and advancing the science of psychology. The chapter at USC Upstate was chartered in 1993. To be eligible for membership, students must be psychology majors (or IDS bi-disciplinary psychology majors) who have completed at least three semesters of college work including nine hours of psychology. Eligible students must rank in the top 35 percent of their class and have a minimum GPA of 3.0 in psychology courses.

Graduation

Requirements and Procedures

Applicants for graduation are urged to confer with the appropriate chair or dean about their major program and degree requirements before the beginning of their last semester of residence at USC Upstate.

Academic Residency Requirements. The last twenty-five per cent of the semester hours of the degree program must be completed in residence at the University. In residence means that students are regularly enrolled in the University, are members of a class which is supervised by a faculty member of USC Upstate, attend classes on an established schedule, and in other ways conform to the requirements that are normally connoted by the term in residence. In residence requirements may not be met by courses for which credit is earned by exemption or examination, courses taken by correspondence, or courses for which transfer credit was awarded. Students who have not established credit for the prescribed number of hours in residency are not eligible for graduation.

Residency Requirements in the Major. To receive a degree, students must complete at least 12 semester hours of major course credit at USC Upstate or at other campuses in the USC system.

Degree Applications. Candidates for degrees must file formal applications prior to the last academic term before graduation with the Records Office on forms obtained at that office. Applications must be filed according to the deadlines published in the course schedule. In order to graduate for the term applied for, all academic work, including transfer credit, exemption exams and make up of incompletes, must be received in the Records Office prior to the end of the semester. Students who have applied for graduation but did not meet degree requirements must re-apply for the appropriate term.

Semester Graduating	Applications due in Deans/Division Offices	Applications due in Records Office	Ceremony
May (walk in May)	December 1	January 20	May
All course work completed by the end of the spring semester.			
August (walk in May)	February 15	March 1	May
All course work completed by the end of summer II semester.			
December (walk in December)	April 15	May 1	December
All course work completed by the end of fall semester.			

Graduation Requirements. Students submit to their dean a list of courses meeting all regulations and requirements of their school and major department which they claim for graduation and for which their overall GPA and their GPA on USC system course work is at least 2.0. This list, after verification, forms the basis for the dean's approval or rejection of students' applications for graduation. (This list contains only the courses in which students have performed at or above the required level. The list need not contain all courses attempted or passed, but only those which students wish to submit in fulfillment of graduation requirements.) Students who have been granted academic forgiveness must have an overall GPA of at least 2.0 since returning to USC Upstate. A minimum grade of C is required for any course submitted for fulfillment of general or intensive major requirements in most degree programs. Exceptions to this requirement are noted in the description of each academic program.

Second Undergraduate Degree

At times the University confers a second undergraduate degree upon candidates who have completed all requirements for the desired degree. A second degree is awarded provided that the additional requirements for the second degree include a minimum of 18 semester hours beyond those required for the first degree. Students may pursue both degrees simultaneously. A separate application is required for each USC Upstate degree.

Student Responsibility

The USC *Upstate Student Handbook* contains additional rules and regulations as well as the Code of Academic Responsibility. Students are responsible for obtaining a copy of the handbook from the Student Affairs Office upon registration.

Notification of Student Rights Under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

(1) The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.

Students should submit to the registrar, dean, head of the academic division, or other appropriate official, written requests that identify the record(s) they wish to inspect. The

university official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the university official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

(2) The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.

Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write the University official responsible for the record, clearly identifying the part of the record they want changed, and specify why it is inaccurate or misleading.

If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

(3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

The University of South Carolina will disclose information from a student's education records only with the written consent of the student, except:

(a) To school officials with legitimate educational interests;
- •A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position; a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.
- •A school official has a legitimate educational interest if the official needs to review an education record in order to ful fill his or her professional responsibility.

(b) To officials of other institutions in which the student seeks or intends to enroll provided that the student has previously requested a release of his/her record;

(c) To authorized representatives of the U.S. Department of Education, the Comptroller General of the United States, state educational authorities, organizations conducting studies for or on behalf of the University, and accrediting organizations;

(d) In connection with a student's application for, and receipt of, financial aid;

(e) To comply with a judicial order or lawfully issued subpoena;

(f) To parents of dependent students as defined by the Internal Revenue Code, Section 152;

(g) To appropriate parties in a health or safety emergency; or

(h) To the alleged victim of any crime or violence of the results of any disciplinary proceedings conducted by the University.

(i) The University may disclose the result of a disciplinary proceeding to a parent or guardian so long as the student is under the age of 21 at the time of the incident and the proceeding has resulted in a violation of University drug or alcohol policies, or any federal, state, or local law.

(j) To students currently registered in a particular class, the names and email addresses of others on the roster may be disclosed in order to participate in class discussion.

The University of South Carolina has designated the following items as **directory information**: a student's name, electronic mail address, local and permanent mailing addresses and telephone numbers, semesters of attendance, enrollment status (full- or part-time), date of admission, date of graduation, school, majors and areas of concentration, whether or not currently enrolled, classification (freshman, etc.), type of degree being pursued, degrees, honors, and awards received (including scholarships and fellowships), weight and height of members of athletic teams, and whether the student has participated in officially recognized activities and sports sponsored by the University.

The University may disclose any of these items without prior written consent, unless the student has submitted a written request to the Office of the Registrar not to release directory information pertaining to them. Requests will be processed within 24 hours after receipt. Directory information will be withheld from student directories and telephone books only if notification is received prior to the publication of these documents. The electronic directory is updated each weekend; requests for non-disclosure will be honored with the next update after the request is processed by the staff of the Office of the Registrar.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA.

The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 600 Independence Avenue, SW, Washington DC 20202-4605.

Questions concerning this law and the University's procedures concerning release of academic information may be directed to the Office of the Registrar at 864-503-5220.

Academic Programs

Curricula

The curricula established for all bachelor's degrees include, generally, a set of courses that fulfill the general education requirements, a set of courses that comprise a departmental major, a set of courses that comprise a cognate or minor, and several elective courses.

General Education Requirements. A General Education Program by definition offers students a common academic experience and stimulates an appetite for life-long education. Mandatory ingredients of this program include the acquisition of college-level skills in communication and reasoning and exposure to the basic areas of knowledge that characterize an educated person. An effective general education program should cultivate an appreciation of cultural as well as intellectual diversity, and the ongoing cultivation of personal integrity and social responsibility. The conditions necessary for such desired character development are therefore embedded in the USC Upstate General Education program: building skill and knowledge-based foundations for living in a complex global society and for continued learning, expanding the breadth of students' scholarly horizons, and integrating information from across disparate disciplines.

A set of general education requirements is included in each baccalaureate program. The purpose of such requirements is to provide a broadly based educational foundation upon which an area of specialization may be developed. For this reason, students are encouraged to select various courses outside their major area of study.

To help ensure common educational competencies and skills in all students, the faculty has adopted a set of general education requirements that apply across all curricula of the University. However, the options provided in the general education requirements have been limited and structured to meet the needs of each major. Students are, therefore, advised to follow the specific requirements listed in the catalog under the individual majors.

General Education Requirements

The general education requirements listed below are incorporated into all majors at USC Upstate. They represent a minimum level of introduction to various subdivisions in the liberal arts, providing a common educational experience for all USC Upstate graduates. A course may be used to satisfy only one general education requirement.

I. Communication

Goal: The USC Upstate graduate should be able to communicate effectively in English, both orally and in writing.

English 101 and 102 6
Speech 201 3

Objective: Specifically, the graduate should speak and write in a coherent, insightful and well-organized manner, using the conventions of Standard English.

Student Learning Outcomes: The student will be able to:

1. Develop, illustrate, and support clear and precise ideas in essays, papers, or speeches.
2. Synthesize, integrate and cite appropriate material in essays, papers or speeches.
3. Write or deliver grammatically correct essays, papers, or speeches for a variety of audiences.

II. Mathematics & Logic

Goal: The USC Upstate graduate should be able to reason effectively, understand and solve problems, and communicate quantitatively.

One mathematics course, and 3
One course from math, logic or statistics 3

Objective: Specifically, the graduate should demonstrate the ability to analyze and synthesize logically and support quantitative conclusions with appropriate rationale or calculations.

Student Learning Outcomes: The student will be able to:

1. Analyze a problem and formulate a quantitative/logical description using correct terminology and symbolism.
2. Use the description to achieve a resolution using correct logical or quantitative reasoning.
3. Communicate the conclusions or solutions orally or in writing, supported by reasoning or calculations as appropriate.

III. Information Technology

Goal: The USC Upstate graduate should have an awareness of information technologies and the ability to gather and process information as well as to communicate it to others effectively.

One information technology course.....3

Objective: Specifically, the graduate should demonstrate and ability to apply information technologies.

Student Learning Outcomes: The student will be able to:

1. Use basic knowledge of computers and information technology to collect and analyze data, interpret results, and communicate findings.
2. Identify and use information technology resources and evaluate them for accuracy, suitability, and security.
3. Examine the social and ethical issues related to the use of information technology.

IV. Natural Sciences

Goal: The USC Upstate graduate should understand scientific methods, principles and processes as well as their implications for society.

Two courses including one laboratory course

Selected from the following: astronomy, biology, chemistry, geography 201, geology, physics..... 7-8

Objective: Specifically, the graduate should demonstrate knowledge of important scientific models that form a basis for understanding the modern world and an ability to participate in scientific investigations.

General Education courses in the natural sciences that contain a mandatory laboratory component must meet all of the following student learning outcomes. Courses without a mandatory laboratory requirement must meet the first two student learning outcomes, while optional

laboratory courses must meet the third student learning outcome.

Student Learning Outcomes: The student will be able to:

1. Demonstrate knowledge of fundamental concepts from either the life sciences or physical sciences.
2. Demonstrate knowledge of scientific methodology.
3. Conduct experiments in a laboratory setting and support conclusions based on his or her own experimentation.

V. Arts & Humanities

Goal: The USC Upstate graduate should develop an awareness of the arts and humanities.

Objective: Specifically, the graduate should demonstrate knowledge of various modes of human thought and artistic expression.

One fine arts course: art, music, theatre or African American studies.....3

One course from the following:** 3

Literature, African American studies, American studies, art, linguistics, film or writing, history, music, philosophy, religion, speech, theatre.

***No more than three credit hours from a specific discipline will be accepted for the general education requirement under the Arts and Humanities distribution.*

Student Learning Outcomes: General education courses in the Arts and Humanities must meet one or more of the following competencies. The student will be able to:

1. Analyze and evaluate creative works and/or demonstrate an ability to perform works of art.
2. Discuss ways in which the arts and humanities shape and are shaped by culture.
3. Explain the importance of the arts and humanities to the quality of life.

VI. Foreign Language/Culture

Goal: The USC Upstate graduate should have an understanding of other cultures, including basic communication skills in at least one foreign language.

The minimum acceptable level of competency is completion of the 102 level of a language. Student who place into the 201 or higher level of a language satisfy the language requirement but will have additional hours in electives, if hours are required by their degree program.....3

Objective: Specifically, the graduate should demonstrate an understanding of foreign culture or cultures combined with basic reading, writing, speaking and listening skills in at least one foreign language.

Student Learning Outcomes: The student will be able to:

1. Engage in simple conversations in a language other than English.
2. Demonstrate basic reading and writing skills in a language other than English.
3. Demonstrate knowledge of the distinctive features of the culture(s) associated with the language he or she is studying.

VII. History

Goal: The USC Upstate graduate should understand the development and significance of historical events.

History 111 or History 112 3

Objective: Specifically, the graduate should demonstrate knowledge of the history of at least one culture/society.

Student Learning Outcomes: The student will be able to:

1. Demonstrate knowledge of at least two of the following historical dimensions: political, cultural, intellectual, economic, and social.
2. Demonstrate an understanding of causal relationships between historical events.

VIII. Social and Behavioral Sciences

Goal: The USC Upstate graduate should possess a scientific understanding of the complex determinates of human interaction.

Courses from two of the following, with two disciplines represented: 6

African American studies, Economics 221, 222; Government & International studies; Geography (except 201 & 202); Psychology (except 225); Sociology (except 201); Women's studies

Objective: Specifically, the graduate should demonstrate knowledge of internal and external influences that affect human behavior.

Student Learning Outcomes: The student will be able to:

1. Identify and define discipline-specific terms, facts, concepts, and major principles of the social sciences.
2. Identify the advantages and limitations of basic research techniques used in the social sciences.
3. Apply selected concepts of the social sciences to real social situations.

IX. Senior Seminar:

Goal: The USC Upstate graduate should be able to integrate knowledge at advanced levels.

Objective: Specifically, the graduate should demonstrate an in-depth understanding of the topic(s) under scrutiny, including an exploration of salient ethical issues raised by the relevant discipline(s).

Senior Seminar..... see major requirements

Student Learning Outcomes: The student will be able to:

1. Investigate and integrate discipline-specific ideas.
2. Critically evaluate related ethical issues.
3. Articulate relevant topics through written and oral presentations.

Total General Education Requirements

.....43-46 Credit Hours

Foreign Language Placement Policy

I. Placement into the following courses based on scores on the Foreign Language Placement Exam administered at USC Upstate on orientation dates:

French	German	Spanish
101	101	101
102	102	102
201	201	201
202	202	202

II. Placement into 201 level course with the appropriate score on the College Board SAT II Subject Test in French, German or Spanish. The following tables summarizes placement:

French	German	Spanish	Placement
480 or below	450 or below	450 or below	101
490-530	460-500	460-510	102
540-580	510-560	520-560	201
590-630	570-620	570-620	202
640 or above	630 or above	630 or above	300-level course or above

III. The following table summarizes credit awarded under the Advanced Placement (AP) Program. If a student has taken AP exams but has not yet received his/her results, he/she should register for courses based on assuming AP credit.

Language	Score	Credit Awarded for USC Upstate Course(s)	Credit Hours
French Lang	3,4	FR 101, 102	6
French Lang	5	FR 101, 102, 201	9
French Lit	3	FR 101, 102	6
French Lit	4	FR 101, 102, 201	9
French Lit	5	FR 101, 102, 201, 202	12
German Lang	3,4	GER 101, 102	6
German Lang	5	GER 101, 102, 201	9
Spanish Lang	3,4	SPAN 101, 102	6
Spanish Lang	5	SPAN 101, 102, 201	9
Spanish Lit	3,4,5	SPAN 202	3

IV. Students who are multilingual, who have learned English as a foreign language, or who through family and/or cultural background have strong skills in a foreign language should see the chair of Languages, Literature, and Composition or the coordinator of foreign languages to determine if they will be exempt without credit from the foreign language requirement of their majors. An exemption form will be placed in each student's file and copy sent to records. Such students will, at the discretion of the chair or coordinator of foreign languages, be allowed to take upper division courses in their native language and receive credit.

V. While colleges and universities are not obligated to waive foreign language requirements for students with learning disabilities (according to Section 504 of the Rehabilitation Act of 1973), USC Upstate has made the following provision: students who are certified by the USC Upstate Office of Disability Services has having learning disabilities that may interfere with learning a foreign language, may fulfill their general education requirement in foreign languages by taking a course in English on the history, culture, civilization or literature of a non-English speaking country or countries.

Major Requirements

Each baccalaureate program includes courses to enable students to specialize in a particular area of interest. A minimum grade of C is required for any course submitted for fulfillment of a major requirement. Exceptions to this requirement are noted in the description of each academic program.

Cognates and Minors

Students seeking degrees in the College of Arts and Sciences are required to complete either a cognate or a minor. Neither a cognate nor a minor is required for professional degrees, (i.e., nursing, education, and business). Both cognates and minors are concentrated study in an area that complements work in the major. Many degree programs will allow the student to choose to pursue a cognate or a minor. Courses may not be counted toward both a cognate and a minor; however, students may apply up to 6 hours of minor credit toward general education requirements. See each degree program for cognate or minor regulations specific to a degree program.

Cognate

Cognate course requirements are selected by a student and the major academic advisor to meet the unique needs and interests of the individual student. The cognate consists of 12 semester hours of a coherent selection of courses, 300-level or higher, approved in advance by the student's major advisor and supporting the course work in the major. A cognate may include one or more disciplines outside the major field.

Minor

Minor course requirements are predetermined by academic disciplines or by multidisciplinary committees. The minor should develop a coherent basic preparation in a second field of study or introduce students to the interdisciplinary examination of an important area of learning. It is a minimum of 18 semester hours of prescribed courses with at least 12 semester hours at the 300 level or higher. No more than six semester hours may be earned in general education courses. A grade of C or better must be earned in each course used to satisfy the requirements of a minor. While many degree programs include the option of a minor as part of the degree program, not all degree programs include the option of a minor. Even in these latter programs, however, any student pursuing a Bachelor of Arts or Bachelor of Science degree may also pursue a university-approved minor. Note that particular degree programs may have restrictions on choice of minors. Completing the degree with a minor may require more than the minimum 120 credit hours to graduate.

USC Upstate offers the following minors:

African-American Studies

American Studies
Art History
Biology
Chemistry
Communication
Computer Science
Conflict Resolution
Criminal Justice
Economics
English
Film Studies
French
Geography
German Studies
History
International Studies
Jazz Studies
Mathematics
Nonprofit Administration
Philosophy
Political Science
Psychology
Sociology
Spanish
Spanish Translation/Interpreting
Theatre
Women's Studies

Electives

Most degree programs allow students the opportunity to take a limited number of courses that do not fulfill any specific academic requirements. Normally, any course can be counted as an elective, but some restrictions may be imposed by particular degree programs. Elective credits for participation in group performance music activity courses (SMUS 126, 127, 128, 129, 131, and 327) may be counted up to a maximum of eight credits. Elective credits for special university courses (SUNV) may be counted up to a maximum of six credits.

Special Programs

Three-Year Degree Program

USC Upstate offers students the opportunity to complete programs of study to earn a bachelor's degree in just three years. This accelerated program is available in early childhood education, elementary education, criminal justice, psychology and sociology.

Participants in the Three-Year Degree program are expected to indicate their interest at the time they apply as freshmen. Students may graduate in three years by meeting all academic requirements and by following the suggested course sequence requiring students to earn 16 to 18 hours per semester and 9 to 12 hours each summer.

See the section on the School of Education for further information on early childhood education and elementary education. More information on majors in criminal justice, psychology and sociology are available under the College of Arts and Sciences.

It may be possible to complete other majors in three years. Contact the appropriate college or school.

Pre-engineering

The USC Upstate pre-engineering program is designed to meet the entrance requirements for the USC Columbia and Clemson University schools of engineering. The pre-engineering program is a two-year course of study that includes basic engineering courses, science and mathematics courses, and humanities and social science courses. After completion of the two-year pre-engineering curriculum, students must transfer to another institution to complete the last two years of the baccalaureate. Entry to these degree-completion programs is on a competitive basis. For more information on the pre-engineering program, contact the chair of the Division of Natural Sciences and Engineering.

Health-related Fields

In addition to nursing, USC Upstate offers other opportunities to students interested in health-related careers. Different advisement tracks are available for pre-chiropractic, pre-medical, pre-dental, pre-veterinary and pre-optometry students. Typically, a student completes a four-year baccalaureate in the sciences at USC Upstate before entering a postgraduate professional program. A student must seek admission to a school that offers the desired professional degree. Entry into these professional programs is on a competitive basis.

USC Upstate also offers advisement programs to students interested in allied health professions (e.g., pre-physical therapy, pre-occupational therapy, pre-speech pathology). After completion of two or more years of course work at USC Upstate, students must apply for admission to a school that offers the specific professional baccalaureate completion program. The number of credit hours to be earned at USC Upstate is dependent upon the specific pre-professional program. The Medical University of South Carolina (MUSC) offers the greatest diversity of allied health baccalaureate and graduate programs in the state. Entry into MUSC programs or other professional degree completion programs is on a competitive basis. More information on health-related programs may be obtained from the Division of Natural Sciences and Engineering.

Pre-law[1]

USC Upstate provides advisement and information about various law school programs through the chair of History, Political Science, Philosophy and American Studies. Because most law schools do not prescribe a specific curriculum, USC Upstate does not offer a pre-law major. While students interested in law often major in political science, a variety of other disciplines such as history, English, economics, business and math provide excellent backgrounds. Law schools want students who have mastered written and spoken English and who have the ability to analyze and think critically. They prefer a variety of learning experiences since the practice of law encompasses knowledge in many fields. In addition to certain requirements in the general education program, such as speech, math, computer science, lab science, American government, the following courses represent the broad base of knowledge preferred by most law schools:

- **Freshman and Sophomore Years**
  Psychology 101

[1]*Students desiring a postgraduate professional degree should note requirements for the Three-Plus-One Program (Page 66).*

Foreign language
Sociology 101
Economics 221
History 112
Accounting (SBAD 225)

- **Junior and Senior Years**
  Logic 205 and 207
  International Law (SGIS 460)
  Literature Course
  Legal Environment of Business (SBAD 347)
  Judicial Process (SGIS 452)
  Constitutional Law (SGIS 450)
  Civil Rights and Civil Liberties (SGIS 451)

Students should understand that taking specific courses is not nearly as important in gaining entrance to law school as maintaining a solid grade point average (GPA) and attaining a respectable score on the Law School Aptitude Test (LSAT). Students in any major or program interested in attending law school should contact the chair of History, Political Science, Philosophy and American Studies for assignment of a pre-law advisor.

Pre-pharmacy

USC Upstate provides advisement services to pre-pharmacy students through faculty members in chemistry. Each fall, representatives of the South Carolina College of Pharmacy are invited to campus to meet with interested USC Upstate pre-pharmacy students. USC Upstate provides the course work required for admission into the South Carolina College of Pharmacy but does not award a degree in pharmacy. The South Carolina College of Pharmacy considers applications from students who complete a minimum of 67 semester hours of pre-pharmacy course work at USC Upstate. Pre-pharmacy students are encouraged to consider completion of a Bachelor of Science in Chemistry or Biology to improve their chances of admission into a pharmacy school. The following recommended sequence of courses has been developed through consultation between the South Carolina College of Pharmacy and USC Upstate.

Recommended Courses for the South Carolina College of Pharmacy

- **First Pre-pharmacy Year**
  Biology 101: Biological Science I
  Biology 102: Biological Science II
  Chemistry 111: General Chemistry
  Chemistry 112: General Chemistry and Qualitative Analysis
  English 101, 102: Composition and Literature
  Mathematics 143: Calculus I
  Psychology 101: Introduction to Psychology
  Electives (6 semester hours)
- **Second Pre-pharmacy Year**
  Biology 232: Human Anatomy
  Biology 242: Human Physiology
  Chemistry 331: Organic Chemistry
  Chemistry 331L: Organic Chemistry Laboratory
  Chemistry 332: Organic Chemistry
  Chemistry 332L: Organic Chemistry Laboratory
  Mathematics 102: Elementary Statistics
  Physics 201: General Physics I
  Physics 202: General Physics II
  Economics 221: Principles of Macroeconomics
  or Economics 222: Principles of Microeconomics
  Speech 201
  Electives (3 semester hours)

As soon as possible, students interested in pursuing a career in pharmacy should contact the chair of the Division of Natural Sciences and Engineering for assignment to a pre-pharmacy advisor.

Three-Plus-One Program

USC Upstate awards the Bachelor of Arts or the Bachelor of Science in Interdisciplinary Studies to a student who has satisfactorily completed at least 90 semester hours of undergraduate work and one year (30 semester hours) of work in an approved accredited professional school, provided the applicant has:

- made application to the interdisciplinary studies program at USC Upstate;
- satisfied all general education and B.A. or B.S. option requirements for the interdisciplinary studies degree, with all minimum grade requirements met;
- completed a minimum of 15 semester hours of junior- and senior-level courses at USC Upstate;
- completed at least 30 semester hours of undergraduate work at USC Upstate;
- submitted a notice of intent, approved by the dean of the College of Arts and Sciences, prior to leaving USC Upstate to enter the professional, postgraduate school; and
- submitted official documents from the approved professional school demonstrating satisfactory completion of the first year of full-time study leading to a post-baccalaureate degree.

A degree other than interdisciplinary studies may be awarded if the combination of course work taken at USC Upstate and the professional school is equivalent to the work required for another bachelor's degree program at USC Upstate. In such a case, the school in which the degree is offered may recommend awarding that bachelor's degree.

Army Reserve Officer Training Corps (ROTC)

Participation in ROTC is voluntary. Semester hours earned with the department can be applied toward an academic degree program. Uniforms, textbooks and equipment required for the ROTC program are provided at no expense to the student. For ROTC scholarship students, the Army pays tuition and other expenses (see description under "Scholarships"). The ROTC program is normally four years of instruction; however, a two-year program is also offered. The four-year program of instruction is divided into the Basic Program and the Advanced Course.

The Basic Program. Acceptance may be considered when one of the following programs have been

completed: six semester hours in the Basic Program, two years of active military duty with an honorable discharge, or three years of JROTC. Students must show leadership potential and meet the necessary physical and academic standards. Students participating in the Basic Program have no military service obligation.

The Advanced Program. Satisfactory completion of six semester hours in the Basic Program, substitute military experience (two years of active duty with an honorable discharge), or three years of JROTC qualifies students for entrance into the Advanced Program, if they have also shown leadership potential and have met the necessary physical and academic standards. The student must be an academic junior or senior with acceptance to graduate school to qualify for the advanced program.

Normally taken during the student's junior and senior years, the Advanced Program offers a maximum of 12 semester hours. It provides instruction in techniques of effective leadership, tactics, military law, logistics, administration, responsibility of the officer, and the exercise of command. It is designed to further the development of the student's leadership qualities. Advanced Program students receive a tax-free subsistence allowance of $150 per month for 10 academic months per year, and are paid approximately $800 for the five-week Summer Camp they are required to attend after completion of their junior year. The total subsistence and pay amounts to more than $3,000 while enrolled in the Advanced Program. Cadets graduating from the ROTC program receive a second lieutenant's commission upon completing their undergraduate degree requirements.

The Advanced Program cadet may elect to enter active duty for three years or participate in the Reserve Force Duty Program (R.F.D.) as means for fulfilling the incurred obligation for military service. Under the R.F.D. program, students are commissioned in either the National Guard or the U.S. Army Reserves for a total of eight years, during which time they attend monthly paid drill periods. This enables individuals to pursue civilian careers and serve their nation at the same time. The R.F.D. program can be guaranteed if the student desires. Moreover, students' preferences concerning the occupational specialty in which they wish to serve are taken into consideration prior to assignment. The options offered are numerous and attractive.

ROTC Activities. In addition to normal classroom instruction, the Military Science Department sponsors numerous extracurricular activities. These activities are designed to complement and reinforce classroom skills and techniques. Participation is voluntary and no academic credit is awarded. The activities presently offered are the rifle team, and the Rangers. A chapter of the National Military Honor Society of Scabbard and Blade is available for student participation. Adventure activities such as rappelling, orienteering, mountaineering and white water rafting are open for participation.

Graduate Programs in Education

USC Upstate offers the Master of Education in Early Childhood Education, the Master of Education in Elementary Education and the Master of Education in Special Education: Visual Impairment. Classes required for these two programs of study are available in spring, summer and fall semesters. Individuals applying to these degree programs must submit: (1) a completed degree-enrollment application form, (2) a residency verification form, (3) a copy of a teaching certificate, (4) a $25 application fee, (5) a minimum Miller Analogy Test (MAT) score of 35 or Graduate Record Examination (GRE) score of 400 on the verbal section and 400 on the mathematics section, (6) official copies of the transcripts from all previous undergraduate and graduate studies, and (7) two letters of recommendation. Application materials are available from the USC Upstate Admissions Office or the USC Upstate Graduate Programs Office. Additional information about these programs is included in the back of the this catalog.

USC Upstate also offers a variety of professional development graduate courses designed to help teachers update knowledge and skills essential for successful classrooms. These include for-pay summer institutes as well as grant-funded and contract courses. Information about professional development graduate courses can be obtained from the USC Upstate Graduate Programs Office. Six hours of approved professional development courses may be applied toward a graduate degree.

The Extended Graduate Campus

The Extended Graduate Campus encompasses University of South Carolina Columbia graduate programming offered anywhere away from the Columbia campus, regardless of delivery mechanism. New delivery mechanisms including two-way interactive, video and internet-based instruction are being phased into the programs to add depth to current offerings. The University offers degree programs at many locations around the state, including Spartanburg.

Majors, Minors, and Programs

Bachelor's Degrees

Art Studio (Graphic Design)
Biology
Business Administration and Economics
(concentrations in accounting, economics/finance, business administration, management and marketing)
Chemistry
Communication *(concentrations in electronic media, journalism, speech and theater)*
Computer Information Systems
Computer Science
Criminal Justice
Early Childhood Education
Elementary Education
Engineering Technology Management
English
Experimental Psychology
History
Information Management and Systems
Interdisciplinary Studies
Mathematics
Middle Grades Education
Nonprofit Administration
Nursing
Physical Education
Political Science
Secondary Education *(concentrations in biology, chemistry, English, mathematics, social studies/history, and Spanish)*
Sociology
Special Education: Learning Disabilities
Spanish

Master's Degrees

Early Childhood Education
Elementary Education
Special Education: Visual Impairment

Certification

Early Childhood Education
Elementary Education
Middle Grades Education
Physical Education
Secondary Education
Special Education: Learning Disabilities

Minors

African-American Studies
American Studies
Art History
Biology
Computer Science
Conflict Resolution
Chemistry
Criminal Justice
Geography
Economics
English
German Studies
History
International Studies
Jazz Studies
Journalism
Film Studies
French
Mathematics
Nonprofit Administration
Philosophy
Political Science
Psychology
Sociology
Spanish
Spanish Translation/Interpreting
Theatre
Womens Studies

Pre-professional Programs

Pre-Chiropractic
Pre-Dental
Pre-Engineering
Pre-Law
Pre-Medical
Pre-Optometry
Pre-Occupational Therapy
Pre-Pharmacy
Pre-Physical Therapy
Pre-Physician Assisting
Pre-Speech Pathology
Pre-Veterinary Medicine

Honors Program

Vision

The USC Upstate Honors Program underscores the commitment of USC Upstate to academic excellence: excellent teaching, excellent learning, and excellent programming. The Honors Program cultivates academic excellence by offering enhanced educational opportunities tailored to the special needs, aspirations, and motivations of students with outstanding intellectual and creative abilities. The Honors Program enriches the honors learning experience by playing an active role in raising the intellectual and cultural caliber of the entire campus.

Mission Statement

The Honors Program creates a community of scholars that achieves the highest standards of academic excellence. The goals are as follows:

- to encourage an intellectual orientation by providing a challenging curriculum that emphasizes critical thinking, creative and active learning, integration of academic disciplines, in-depth exploration of new fields of study, and application of learning to other environments;
- to develop the skills and qualities necessary for leadership both at USC Upstate and in the larger community through an emphasis on service orientation; and
- to provide a center of identity to meet the needs of outstanding students and to cultivate a self-image as honors students.

Admission

Admission to the Honors Program is selective and competitive. Great care is taken to admit the best-qualified applicants.

Eligibility for Admission to the Honors Program

First year students, sophomore-level and above students, and transfer students are eligible for admittance in the Honors Program upon review and approval by the Director of the Honors Program and the Honors Faculty Council.

1. A first-year student is eligible to apply to the Honors Program if the student meets at least two of the following criteria:
   - a minimum SAT score of 1100 or ACT of 24;
   - a ranking in the top ten percent of high school graduating class;
   - a cumulative high school grade point average of at least 3.5 on a 4.0 scale;
   - a Merit Award Program finalist;
   - a Chancellor or Valedictorian Scholar;
   - evidence of motivation and commitment to academic excellence.

2. A current USC Upstate sophomore or junior is eligible to apply to the Honors Program if the student meets the following criteria:
   - a cumulative GPA of 3.25 or higher on a minimum of 30 hours from USC Upstate;
   - evidence of motivation and commitment to academic excellence.

3. A transfer student is eligible to apply to the Honors Program if the student meets the following criteria:
   - a cumulative GPA of 3.25 or higher from other academic institutions;
   - evidence of motivation and commitment to academic excellence.

Application Process

Students apply for the Honors Program by submitting the following:

- an application that includes student's academic record; significant extracurricular, community, and service activities (including employment); accomplishments, awards, and talents; and any involvement in academic research;
- a 500-word essay discussing the goals and aspirations for an honors college experience; and
- two letters of recommendation attesting to academic eligibility.
- an interview with the Director of the Honors Program may be required.

Exceptions to these requirements may be considered by the Director of the Honors Program.

Students who have not been admitted to the Honors Program but have a cumulative GPA of 3.25 may participate in honors courses with the permission of the Director of the Honors Program in consultation with the faculty member teaching the honors course.

Honors Credits from Other Institutions

Up to 9 credit hours or three courses from other National Collegiate Honors Council institutions may be accepted for honors credit into the USC Upstate Honors Program. These courses must be compatible with the USC Upstate Honors Program. A syllabus or complete description of courses offered for acceptance into the program may be required for review by the Director of the Honors Program. All credits must be approved by the Director of the Honors Program.

Completion Requirements

To complete the Honors Program, honors students must earn a USC Upstate degree, satisfy all major and Honors Program requirements, and remain in good standing throughout their college careers.

Honors students must

- maintain a minimum GPA of 3.00 each semester and achieve a cumulative GPA of 3.25 at the time of graduation;
- complete a minimum of two honors courses each year; and
- demonstrate significant contributions to honors activities either by serving on the Honors Student Council or by participating in the programming of the Honors Program.

Students who fall below the required minimum cumulative GPA of 3.0 in any semester are placed on honors probation. At the end of the probationary semester, students with a cumulative GPA of 3.0 or higher are returned

to regular honors status. Students with a cumulative GPA lower than 3.0 but with a semester cumulative GPA of 3.0 or higher remain on honors probationary status. Students whose probationary semester cumulative GPA is lower than 3.0 are dismissed from the Honors Program. Students may apply for readmission to the Honors Program if their cumulative GPA is 3.0 or higher.

Graduation Requirements

To graduate from the Honors Program, honors students must:

- complete the First Year Honors Experience in the case of first year honors students, or complete the Honors Colloquium in the case of other USC Upstate students and transfer students;
- complete at least 18 hours of honors credit and 3 hours of a senior thesis or project directed by an honors faculty member; the thesis or project must be presented to a public audience;
- complete a minimum of 60 hours of service learning or community service at the time of graduation. Honors students complete service learning or community service hours either as a course requirement or by serving the university or community, independent of coursework. Service learning or community service is approved by the Director of the Honors Program; and
- demonstrate significant contributions to honors activities either by serving on the Honors Student Council or by participating in the programming of the Honors Program.

Curriculum

To enroll in honors courses, students must be members of the Honors Program or granted approval by the Director of the Honors Program in consultation with the faculty teaching the course

To teach an honors course, faculty members must apply to the Honors Program and be approved by the Faculty Honors Council (see section, Faculty, below). The honors course must also be approved by the Honors Council. The course application must include a description of the proposed honors course that emphasizes participatory classroom styles, intense and in-depth study of subject matter, the use of primary source material, team or group teaching, an interdisciplinary theme, and an element of independent study. Honors courses include intensive reading, writing, and research. Faculty are encouraged to offer courses encouraging civic responsibility, global awareness, service learning, or community service. All honors courses are limited to a maximum enrollment of 20 students.

Priority enrollment in honors courses is given to students in the Honors Program, but students meeting the admission criteria for the Honors Program may enroll in honors courses with permission of the Director of the Honors Program and the approval of faculty teaching the courses.

Honors Sections of Regular Courses or Labs (0-4 credit hours)

An open call for honors courses is issued each semester to faculty. Proposals are reviewed by the Honors Faculty Council and approved through the course approval process outlined in the Faculty Manual.

Courses designated as honors courses can substitute for non-honors courses. Honors courses cover the same material as regular courses, but they must be different from regular courses by requiring coursework that is more challenging and enriching for honors students. Honors sections may involve a different teaching approach, additional readings, or special requirements. Course descriptions for honors sections must show greater rigor, more in-depth study, higher expectations, intensive reading, writing, and research than non-honors courses. Honors courses are not necessarily taught every semester, although some courses may be offered regularly.

Special Honors Courses (1-3 credit hours)

An open call for special, one-time-only honors courses is issued each semester to faculty. Proposals are reviewed and approved by the Honors Faculty Council and the standard approval process for one-time-only courses.

Special honors courses may substitute for regular courses or may be new courses. Special honors courses cover topics not covered in existing courses, allow faculty to experiment with new teaching methods, incorporate new ideas, take risks, introduce cutting-edge material, and develop individual research. Course descriptions must show greater rigor, more in-depth study, higher expectations, more intensive reading, writing, and research than non-honors courses.

Special honors courses may meet general education, major, cognate/minor, or elective requirements. Honors Faculty Advisors recommend to deans course substitutions that allow incorporation of honors courses into the curriculum.

HONS 101. First Year Honors Experience (3 credit hours)

First Year Honors Experience is a facilitated seminar course taught by multiple faculty with an interdisciplinary theme. The First Year Honors Experience is required of all first year honors students. Faculty members propose the theme of the course and outline the format of the class. Courses must include intensive reading, writing, and research.

The First Year Honors Experience may meet general education, cognate/minor, or elective requirements. Honors Faculty Advisors recommend to deans course substitutions that allow incorporation of honors courses into the curriculum.

HONS 102. Chancellor's Honors Seminar (1-3 credit hours)

The Chancellor's (or Vice-Chancellor's) Honors Seminar is a seminar taught by the Chancellor or the Executive Vice-Chancellor for Academic Affairs.

HONS 301. Honors Colloquium (300-level or higher) (3 credit hours)

The Honors Colloquium is a facilitated course taught by multiple faculty. The course has an interdisciplinary theme. Faculty members propose the theme of the course and outline the format of the class, give assignments, and evaluate students. Course must include intensive reading, writing, and research. Upper-level and transfer students who do not complete the First Year Honors Experience must enroll in the Honors Colloquium. Honors students who complete the First Year Honors Experience may enroll in the Honors Colloquium for honors credit. The Honors Colloquium may be repeated once if the theme of the Colloquium changes.

The Honors Colloquium may meet general education, major, cognate/minor, or elective requirements. Honors Faculty Advisors recommend to chairs, deans, or the general education committee course substitutions that allow incorporation of honors courses into the curriculum.

HONS 399. Honors Independent Study (3-4 credit hours)

Directed research and reading of a complex and extensive nature in keeping with the student's major interests. A written report or work is required at the end of the term. Research involves both primary and secondary sources. Consent of the Director of the Honors Program. May be repeated with the consent of the Director of the Honors Program for a total of no more than eight hours of undergraduate Honors credit. A university contract must be completed with all required signatures.

HONS 401. Honors Thesis (3-6 credit hours)

To graduate from the Honors Program, a student must complete a final thesis or project as an independent tutorial directed by an appropriate faculty member chosen by the student and approved by the Director of the Honors Program. Students are eligible for the Honors thesis or project when they accumulate a minimum of 12 honors credits. Begun as early as the junior year, the thesis or project must be completed and submitted to the Director of the Honors Program in the senior year. After approval by the Honors Faculty Council, students must present the thesis or project to a public audience. Honors theses are filed in the Journal of Honors Papers.

The honors thesis or project may help to fulfill the requirement of the Senior Seminar in honors students' major disciplines; students work with faculty members directing the thesis or seminar and with the faculty member teaching the senior seminar to determine its feasibility.

The honors thesis or project may meet general education, major, cognate/minor, or elective requirements. Honors Faculty Advisors recommend deans course substitutions that allow incorporation of honors courses into the curriculum.

Faculty members who act as advisors for honors students completing honors theses or projects receive course release time according to the university policy on faculty release time.

Orientation and Advising

The Director of the Honors Program assists the academic Chair or Dean in identifying at least one faculty advisor in each academic unit to advise honors students in the unit. The Honors Program provides an advising workshop to honors advisors each semester.

Extracurricular Activities

The Honors Program sponsors a full range of activities open to both honors students and the entire university community. Such activities include new honors student luncheons; guest lecturers and speakers; coffees with USC Upstate faculty lectures; field trips; cultural events; dinners at faculty houses; receptions; Honors Day ceremonies; and research symposia.

Special Benefits

Benefits for honors students include availability of the Honors House, participation in honors activities, priority registration, faculty research mentors, library privileges, and the opportunity to attend Honorary Society meetings. Students graduating in the Honors Program receive special notation on their diplomas and transcripts, an Honors Certificate, and special recognition at graduation. Honors students are identified by a stole at graduation. The name of each honors graduate is engraved on a plaque displayed at the Honors House.

Honors Faculty Council

The Honors Faculty Council is a committee of seven USC Upstate faculty members. Four of the members are elected by the faculty at-large at the last general faculty meeting of the year. Three of the members are appointed by the Director of the Honors Program in consultation with the Executive Chancellor for Academic Affairs. The Director of the Honors Program is an ex officio member. The Council elects its own chair. Terms are for three years. Initial terms are staggered with the length of term determined by lot.

The Council makes recommendations on admissions, faculty, honors courses, honors requirements, means of assessment, and other matters related to the Honors Program, in accord with faculty governance procedures. The Council forms the examination committee for the honors thesis or experimental project. At the last general faculty meeting each year, the Chair of the Council provides a report on the status of the Honors Program. The report includes the numbers of students enrolled in the program, the numbers of students eligible for participation in the Honors Program, the number of honors courses offered (including the type of course, i.e., honors sections, one-time-only), the number of faculty who taught honors courses, and the number of academic units represented by the faculty who taught in the honors program.

Honors Student Council

The Honors Student Council is an honor student committee serving as a liaison with the Honors Faculty Council. The Honors Student Council represents the needs and concerns of honors students to the Honors Faculty Council and the Director of the Honors Program. The Honors Student Council assists the Director in arranging academic, social, cultural, and service activities.

Academic Centers

Center for Interdisciplinary Studies

Recognizing the growing economic and cultural diversity of the Upstate region of South Carolina, interdisciplinary studies (IDS) provides students the opportunity to concentrate in a single discipline, combine course work from two or more disciplines, or develop an individualized curriculum based on personal interests, the desire for self-improvement, career advancement, or in preparation for study in a profession such as law or medicine. Addressed is the mature student with clearly defined educational goals. Students with a variety of courses from other colleges and universities, but who fail to have adequate credits for a traditional degree, may also find opportunities in the IDS program offered on the USC Upstate campus and at the University Center of Greenville. The program conforms to all general university academic regulations.

The interdisciplinary studies program permits students to apply credits earned through independent study toward the degree. Students may also be permitted to apply up to 30 semester hours earned in correspondence courses, the U.S. Armed Forces Institute, selected college-level examination programs, and off-campus extension classes in partial fulfillment of the degree. Students desiring a postgraduate professional degree should note the requirements for a baccalaureate after three undergraduate years and one year of professional school outlined under the Three-Plus-One Program in this catalog.

Admission

IDS program applicants must:

- be admitted to USC Upstate, and have earned 30 or more semester hours in transfer;
- have earned 30 or more semester hours at USC Upstate and/or in transfer;[1]
- complete the IDS program application;
- if currently enrolled in another degree program at USC Upstate, obtain a signed change of major form in the office of the academic dean;
- have a minimum grade point average of 2.0 on all courses to be considered for program admission;
- choose a concentration option from 1) single discipline, 2) bidisciplinary, 3) multidisciplinary or 4) individualized plan;
- if an individualized program applicant, submit a 1-2 page typed statement of purpose, an indication of the grouping of courses that will be used to meet the concentration area requirements, and an approved endorsement by a faculty member;[1]
- apply to the IDS Academic Affairs Committee for an individualized plan to be approved.[2]

Bachelor of Arts and Bachelor of Science in Interdisciplinary Studies

Student Worksheet

General Education Courses

I. Communication

_____ SEGL 101 and SEGL 102 6

_____

_____ SSPH 201 3

II. Mathematics

One math course: 3

_____ SMTH 120, 121, 122, 126, 127 141, 142, 231

One course from math, logic or statistics: 3

_____ SECO 291; SLGC 205, 207; SMTH 102, 121, 122, 126, 127, 141, 142, 202, 231; SPSY 225; SSOC 201

III. Information Technology

_____ SCSC 138, 150; SIMS 101 3

IV. Natural Science

Two courses from the following (at least one with the associated lab) 7-8

_____ SAST 111/L; SBIO 101/L, 102/L,

_____ 110/L, 206, 240, 242/L, 270; SCHM 101/L, 105, 106, 107, 109/L, 111/L, 112/L; SGEG 201; SGEL 101/L, 102/L, 103/L, 120, 121, 123/L, 131; SPHS 101/L, 201/L, 202/L, 211/L, 212/L

V. Arts and Humanities

One fine arts course: 3

_____ SAAS 204; SATH 101, 105, 106; SMUS 110; STHE 161, 170

Continued on next page

[1] *For further information on acceptable credit, see the transfer credit section in this catalog.*

[2] *Final acceptance into the individualized plan requires approval of the IDS Academic Affairs Committee.*

One course from the following: (no more than 3 credit hours from a specific discipline) 3

_____ SAAS 204; SAMS 101, 102; SATI 1101, 105, 106; SEGL 250, 252, 275, 279, 280, 283, 289, 290, 291, 301, 319, 320, 322, 329, 330, 340, 350, 369, 383, 389, 391, 395, 398, 400, 401, 405, 406, 408, 409, 411, 412, 417, 419, 422-430, 436, 437, 447, 485; SFLM 240, 341, 342, 475, 481; SMUS 110; SPHL 102, 211; SREL 103; STHE 161, 170

VI. Foreign Language and Culture

Foreign Language minimum 102 level 3

_____ SFRN 102; SGRM 102; SSPN 102 Placement in a 201 or higher level language course** (Students placing into 201 or higher level of a language have satisfied this requirement but will have additional hours in electives, if hours are required in the major).

VII. History

_____ SHST 111 or SHST 112 3

VIII. Social and Behavioral Sciences 6

Two courses from the following with two disciplines represented:

_____ SANT 102; SAAS 201; SECO 221, 222; SGEG 101, 103; SGIS 201, 301 320; SPSY 101; SSOC 101; SWST 101

IX. Senior Seminar 3

_____ Concentration[1]

(25-29 hours of junior- and senior- level courses as outlined in the options below)

Option 1 – Single Discipline

Courses are selected from 25-29 a single discipline in which USC Upstate does not currently offer a major; must include a methods or theory course where required by the discipline, and must include a senior seminar selected from an allied area and approved by an advisor; B.A. or B.S. determined by the discipline

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

Option 2 – Bidisciplinary

Primary discipline (must 15-21 include a methods or theory course where required by the discipline and must include a senior seminar); B.A. or B.S. option determined by the primary discipline

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

Secondary discipline 8-10

_____ _____
_____ _____
_____ _____

Option 3 – Multidisciplinary

Courses are selected from a single group concentration area with three disciplines represented. The minimum junior- and senior-level hour requirements for the three disciplines are as follows:

_____ Primary discipline 12-13
(must include a methods or theory course where required by the discipline)

_____ _____
_____ _____
_____ _____
_____ _____

_____ Second discipline 6
_____ _____
_____ _____

_____ Third discipline 6

_____ Senior seminar (to be selected from one of the three areas or an interdisciplinary senior seminar from that group 1-4

_____ _____

Group Concentration Areas for Option 3

Social Sciences (criminal justice, economics, geography, government, history, logic, philosophy, psychology, recreation/health, religion, sociology; B.A. degree)

Humanities (art, English, foreign language, history, journalism, logic, music, philosophy, religion, speech, theatre; B.A. degree)

Sciences and Analysis (astronomy, biology, chemistry, computer science, geology, logic, mathematics, physics, statistics; B.S. degree)

Applied Emphasis (business/economics or foundations of education would be used as one of the disciplines in conjunction with two disciplines from one of the above groups; B.A. or B.S. degree determined by the combination of disciplines selected)

[1]*See academic regulations at the end of this section.*

Continued on next page

Option 4 – Individualized[1] 25-29

A program of study which includes a methods or theory course and a senior seminar from the same area; B.A. or B.S. determined by primary emphasis

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

_____ **Junior and Senior Level Hours**[2] 12

_____ _____
_____ _____
_____ _____
_____ _____

_____ **Electives** 32-37

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

_____ **Total Hours Required** **120**

[1]*See program admission requirements for details*

[2]*See cognate section of this catalog and IDS program academic regulations.*

Academic Regulations

- A minimum of 120 semester hours (including hours meeting the general education requirement, course grade requirement, junior and senior level hours requirement, and area of concentration requirement) must be completed with a grade point average of 2.0 or better.
- Course work completed prior to acceptance into the interdisciplinary studies program is not automatically accepted as part of a degree program. Such work is reevaluated to determine if it is applicable to the student's program.
- A minimum of 30 semester hours must be completed in residence at USC Upstate after acceptance into the IDS program.
- Developmental courses do not count toward the 120-hour degree requirements.
- All course work within a concentration is selected in conjunction with a faculty advisor assigned from the primary or first discipline in the concentration area. Specific required course work is listed on a program of study which is then approved by the director of the IDS program and the dean of arts and sciences.
- All concentration hours must be junior- and senior-level work completed in residence at USC Upstate.
- A minimum of 15 hours of the concentration must be taken after the completed IDS application has been received in the IDS office.
- No course may simultaneously meet the general education and concentration hour requirements.
- Technical, non-college parallel, and military science courses may not be used to satisfy the concentration hour requirement.
- A maximum of 30 semester hours of upper and lower level courses (including transfer work) may be taken in business administration and economics (excluding Economics 221 and 222).
- Prior course work transferred from another four-year institution may be used to fulfill the junior- and senior-level hours requirement.
- A minimum grade of C is required in each course used to fulfill the concentration area requirements and the 12-hour junior- and senior-level requirement.

Center for Nonprofit Leadership

The Bachelor of Arts in Nonprofit Administration prepares graduates for careers in management and administrative positions within a wide variety of nonprofit organizations such as social services, youth activities, health, the environment, and the arts. The major combines an academic focus with an experiential learning approach, giving students an advantage in competing for positions in the "Third Sector"—a term that distinguishes nonprofit from the business and government sectors. The Bachelor of Arts in Nonprofit Administration is a multidisciplinary degree which builds upon a strong general education foundation and a core of nonprofit courses. It draws upon disciplines such as business, sociology, psychology, government and communications to give students a well-rounded education.

Basic leadership and management principles are stressed in the major courses, including strategic planning, board and committee development, nonprofit financial administration, assessment, marketing, volunteer recruitment and coordination, grant writing, special event planning, and risk management. In addition to actual supervised work experiences in a nonprofit organization, students receive a solid grounding in the history and philosophy of philanthropy and the nonprofit sector in the United States.

USC Upstate is affiliated with American Humanics (AH), a national alliance of colleges, universities and nonprofit organizations dedicated to preparing undergraduates for careers in nonprofit leadership. The Bachelor of Arts in Nonprofit Administration includes the competencies required by AH for national certification. Other certification requirements include active participation in the American Humanics Student Association and attendance at one AH Management Institute.

Bachelor of Arts
Major in Nonprofit Administration
Student Worksheet

General Education Courses

I. Communication **9**

_____ SEGL 101 and SEGL 102

_____

_____ SSPH 201

II. Mathematics **6-7**

One math course:

_____ SMTH 120, 121, 122, 126, 127 141, 142

One course from math, logic or statistics:

_____ SMTH 102; SPSY 225; SSOC 201

III. Information Technology **3**

_____ SCSC 138, 150; SIMS 101

IV. Natural Science **7-8**

Two courses from the following (at least one with the associated lab)

_____ SAST 111/L; SBIO 101/L, 102/L,

_____ 110/L, 206, 240, 242/L, 270; SCHM 101/L, 105, 106, 107, 109/L, 111/L, 112/L; SGEG 201; SGEL 101/L, 102/L, 103/L, 120, 121, 123/L, 131; SPHS 101/L, 201/L, 202/L, 211/L, 212/L

V. Arts and Humanities **3**

One fine arts course:

_____ SAAS 204; SATH 101, 105, 106; SMUS 110; STHE 161, 170

One course from the following: (no more than 3 credit hours from a specific discipline) 3

_____ SAAS 204; SAMS 101, 102; SATH 101, 105, 106; SEGL 250, 252, 275, 279, 280, 283, 289, 290, 291, 301, 319, 320, 322, 329, 330, 340, 350, 369, 383, 389, 391, 395, 398, 400, 401, 405, 406, 408, 409, 411, 412, 417, 419, 422-430, 436, 437, 447, 485; SFLM 240, 341, 342, 475, 481; SMUS 110; SPHL 102, 211; SREL 103; STHE 161, 170

VI. Foreign Language and Culture

Foreign Language minimum 102 level

_____ SFRN 102; SGRM 102; SSPN 102 Placement in a 201 or higher level language course** (Students placing into 201 or higher level of a language have satisfied this requirement but will have additional hours in electives, if hours are required in the major).

VII. History **3**

_____ SHST 111 or SHST 112

VIII. Social and Behavioral Sciences **6**

_____ SGIS 201

_____ SSOC 101

IX. Senior Seminar **1-15**

[1]*Minimum grade of C required*

_____ **Major Requirements**[1]

_____	SNPA 301: The nonprofit sector in the U.S.	3
_____	SNPA 302: Nonprofit Admin.	3
_____	SNPA 303: Nonprofit Financial Administration	3
_____	SNPA 304: Fund Raising for Nonprofit Organizations	3
_____	SNPA 499: Nonprofit Internship	3
_____	SBAD 350 or SBAD 371	3
_____	SBAD 374: Management of Human Resources	3
_____	SPSY 302, 303, 304, 305, 307, 308 309, 310, 311, 330, 350, 351, 442 or 460	3
_____	SSPH 301, 310, 315, 333, 448, or 450	3
_____	SSOC 311, 320, 321, 323, 325, 333, 335, 337, or 341	3
_____	SNPA 495: Senior Seminar	3

Nonprofit majors may select a cognate (12 hours) or a minor (18-21 hours)

_____ **Cognate**[1] 12

(Courses selected in conjunction with advisor)

_____ _____
_____ _____
_____ _____
_____ _____

_____ **Minor**[1] 18-21

(Courses selected in conjunction with advisor)

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

_____ **Supporting Courses**

_____	SPSY 101 Intro to Psychology	3
_____	SBAD 225 Financial Accounting	3
_____	SEGL 245 Professional Writing	3
_____	SAMS 101, 102; SHST 110, 302, 306, 311 or 321	3
_____	SEGL 371 Grant Writing	3

_____ **Electives** **7-17**

_____ _____
_____ _____
_____ _____
_____ _____

_____ **Total Hours Required** **120**

[1]*Minimum grade of C required*

Minor in Nonprofit Administration

Student Worksheet

Minor Requirements[1,2,3]

_____	SSOC 101-Introduction to Sociology	3
_____	SNPA 301-The Nonprofit Sector in the United States	3
_____	SNPA 302-Introduction to Nonprofit Administration	3
_____	SNPA 303-Nonprofit Financial Administration	3
_____	SNPA 304-Fundraising for Nonprofit Organizations or SEGL 371 Grant Writing	3
_____	SNPA 499-Internship in Nonprofit Administration	3

_____ **Total Hours Required** **18**

[1]*Up to 3 hours of General Education (less than 300 level) may be used to satisfy requirements of a minor.*

[2]*Minimum grade of C is required for all coursework.*

[3]*A minimum of 12 hours of upper division coursework is required.*

Center for Women's & Gender Studies

The Center for Women's & Gender Studies serves students, faculty, staff and community members through curricular and co-curricular programming, resource and referral services, advocacy efforts, and training activities on women- and gender-related issues. The CWSP serves as the coordinating site for coursework in Women's Studies. USC Upstate offers a minor in Women's Studies. Specific requirements for the minor are listed below.

Minor in Women's Studies[1]

Student Worksheet

Introductory Course[2]

_____ SWST 101: Introduction to Women's Studies 3

Theory Course 3

_____ SWST 301: Feminist Theory and Methods

Additional Courses 12

12 credit hours from the following list, with no more than two courses from any individual discipline (except SWST), and no more than one course from within the students' major program (cannot be counted toward both the major and minor).[3]

- ❑ SATH 301: Women and Art
- ❑ SCRJ 376: Women and Crime
- ❑ SEGL 437: Women Writers
- ❑ SGIS 350: Women and American Politics
- ❑ SGIS 420: Women and Politics: A Global Perspective
- ❑ SHST 351: Women in Early Modern Europe and America
- ❑ SHST 352: Women in Modern Europe and America
- ❑ SHST 495: Topics in Women's History
- ❑ SPSY 442: Psychology of Women
- ❑ SSOC 435: Sociology of Women
- ❑ SWST 355: U.S. Women's Movement
- ❑ SWST 398: Special Topics in Women's Studies
- ❑ SWST 490: Senior Seminar in Women's Studies

_____ **Total Hours Required** **18**

[1]Minimum grade of "C" for all courses required.

[2]Courses may also be used to satisfy general education requirements. If used for general education, students will have satisfied the requirement for the minor and will be excused from the credit hour requirements for the preparatory course.

[3]With the written approval of a Women's Studies faculty member, students may apply relevant special topics courses, one-time only courses, internships and independent studies to the minor.

Watershed Ecology Center

Serving the upstate metropolitan region of South Carolina, the Watershed Ecology Center collects, analyzes, and disseminates sound scientific information on the ecology of the region. The Center places special emphasis on watershed conservation, water quality, and the study of organisms living in the area encompassed by a watershed.

The Center serves as a repository for regional ecological information, providing education and research assistance to individuals, communities, and governmental organizations. The Center is also dedicated to providing research opportunities for the faculty and students at the University of South Carolina Upstate.

Watershed Ecology Center - *Research*

- Water Quality
  - Pacolet River
  - Lawson's Fork
  - Upper Broad River
- Biodiversity Studies
  - Cowpens Battlefield
  - King's Mountain
- Population Studies
  - Nerodia (Water Snakes)
  - Turtles (Duncan Park, Spartanburg

Watershed Ecology Center - *Service*

Education programs are provided for the Spartanburg Water System, Startex, Jasper, Duncan Water District, Greer Public Works and Spartanburg County.

Watershed Ecology Center - *Educational Programs*

Under the direction of Dr. Jack Turner, the Watershed Ecology Center began its educational outreach program in 2001, serving students in K-8th grade. Each year the Center contacts more than 10,000 students in Spartanburg County and offers a variety of water-related, grade-specific programs designed to meet and correlated to the South Carolina science standards, including:

Hurray for Habitats! *(First grade)*
This hands-on program uses live animals to introduce students to the concept of habitat and the need to preserve our local aquatic habitats.

Water, Water Everywhere *(Second grade)*
In this activity from *Access Nature*, participants raise their awareness about how little water is actually available for human use, discuss how humans use water, and formulate ideas to conserve water. Two hands-on activities reinforce concepts covered.

Marsh Munchers *(Third grade)*
This program uses a salt marsh as an example of the interconnectedness of aquatic ecosystems. The program teaches the concepts of food webs, camouflage, and mimicry through a fun *Project Wild Aquatic* game involving the entire class.

The Water Cycle - An Incredible Journey *(Fourth grade)*
Through the use of an engaging game from the *Project Wet* curriculum, students are challenged to answer questions like "Where will the water you drink today, be tomorrow?" in their quest to understand the water cycle.

Wise up About Watersheds *(Fifth grade)*
In this hands-on program, students learn about the watershed we live in and are introduced to the concept of non-point source water pollution. Using "Waste Not, Want Not" from the *Water Sourcebook* curriculum and the EnviroScape watershed model, students see how a watershed becomes polluted as each student is asked to add various pollutants to the models.

Talkin' Trash *(Sixth grade)*
Using an EnviroScape landfill model, students get an in-depth look at how a landfill is designed. They learn about what happens to their garbage when it leaves the curb. They will also be introduced to the innovative process of converting waste to energy used by BMW and Waste Management.

From H to OH! *(Seventh & eighth grades)*
In this activity from *Healthy Water Healthy People*, students simulate the creation of acids and bases; manipulate acidic and basic solutions and discuss how acid rain is formed. Students explore runoff pollution and how pH of water can affect weathering of the Earth's surface and stream health.

Other educational outreach programs of the Watershed Ecology Center include: ***Rocks Speak, H2O Below, Macro What?*** *and* ***Green Driver,*** where high school students learn about the environmental responsibilities associated with driving a car, with particular emphasis on changing their oil.

College of Arts and Sciences

The College of Arts and Sciences is comprised of the following academic units: Department of Fine Arts and Communication Studies; Department of Languages, Literature and Composition; Department of Informatics; Division of Mathematics and Computer Science; Division of Natural Sciences and Engineering; Department of Psychology; Department of History, Political Science, Philosophy and American Studies and Department of Sociology, Criminal Justice and Women's Studies. The College of Arts and Sciences, as the cornerstone of the University of South Carolina Upstate, provides curricula for the general education requirements and for diverse liberal arts and sciences majors. Consistent with the University's mission, the college provides opportunities for students to:

- acquire proficiency in communications and mathematics;
- develop the ability to reason, critically and ethically;
- obtain historical, scientific, social and cultural perspectives;
- attain a high level of scholarship in the humanities and sciences degree programs; and
- regard learning as a continuing process of intellectual growth.

Enrichment programs resulting from these educational endeavors of the College of Arts and Sciences benefit the intellectual and cultural life of the entire community.

Fine Arts and Communication Studies

The aim of the Department of Fine Arts and Communication Studies (FACS) is to support the overall mission of USC Upstate by enhancing the intellectual, ethical, cultural and professional development of fine arts and communication students. The faculty is committed to preparing students to become competent professionals in art, media arts, journalism and mass communication, music, speech communication and theatre. FACS offers the Bachelor of Arts degree in communication with concentrations in electronic media, journalism and mass communication, speech and theatre as well as the Bachelor of Fine Arts in art studio with an emphasis in graphic design and a Bachelor of Art Education (pending approval).

Bachelor of Arts
Major in Communication
Student Worksheet

General Education Requirements

I. Communication 9

_____ SEGL 101 and SEGL 102

_____

_____ SSPH 201

II. Mathematics & Logic 6-8

One math course:

_____ SMTH 120, 121, 122, 126, 127 141, 142, 231

One additional math, logic or statistics course:

_____ SECO 291; SLGC 205, 207; SMTH 102, 121, 122, 126, 127, 141, 142, 202, 231; SPSY 225; SSOC 201

III. Information Technology 3

_____ SCSC 138, 150; SIMS 101

IV. Natural Science 7-8

Two courses from the following (at least one with the associated lab)

_____ SAST 111/L; SBIO 101/L, 102/L,

_____ 110/L, 206, 240, 242/L, 270; SCHM 101/L, 105, 106, 107, 109/L, 111/L, 112/L; SGEG 201; SGEL 101/L, 102/L, 103/L, 120, 121, 123/L, 131; SPHS 101/L, 201/L, 202/L, 211/L, 212/L

V. Arts and Humanities 6

One fine arts course:

_____ SAAS 204; SATH 101, 105, 106; SMUS 110; STHE 161, 170

One course from the following: (no more than 3 credit hours from a specific discipline)

_____ SAAS 204; SAMS 101, 102; SATH 101, 105, 106; SEGL 250, 252, 275, 279, 280, 283, 289, 290, 291, 301, 319, 320, 322, 329, 330, 340, 350, 369, 383, 389, 391, 395, 398, 400, 401, 405, 406, 408, 409, 411, 412, 417, 419, 422-430, 436, 437, 447, 485; SFLM 240, 341, 342, 475, 481; SMUS 110; SPHL 102, 211; SREL 103; STHE 161, 170

VI. Foreign Language and Culture 3

Foreign Language minimum 102 level

_____ SFRN 102; SGRM 102; SSPN 102 or placement in a 201 or higher level language course** (Students placing into 201 or higher level of a language have satisfied this requirement but will have additional hours in electives, if hours are required in the major).

VII. History 3

_____ SHST 111 or SHST 112

VIII. Social and Behavioral Sciences

Two courses from the following with two disciplines represented:

_____ SANT 102; SAAS 201; SECO 221, 222; SGEG 101, 103; SGIS 201, 301 320; SPSY 101; SSOC 101; SWST 101

IX. Senior Seminar 3

See major requirements.

Continued on next page

Major Requirements

All students must complete the following six courses with a minimum grade of "C" 18

_____ SSPH 301: Theories and Principles of Human Communication
_____ SSPH 340: Voice and Diction
_____ SJOU 305: Mass Comm. Theory
_____ STHE 301: Dramatic Theory and Criticism or STHE 385: Theatre History I or STHE 386: Theatre History II
_____ SCOM 375: Comm. Research Methods
_____ SCOM 490: Senior Seminar

Students must complete the required credit hours from either Group A: Theatre, Group B: Speech, Group C: Journalism or Group D: Electronic Media and earn a minimum grade of C in all courses.

Group A: Theatre

Students must take a minimum of 3 hours from each of the three following categories, an additional 3 hours from either the technical or performance areas, and an additional 9 hours from any of the categories for a total of 21 hours.

History, Theory, Writing and Literature: 3-12
- ❑ STHE 301: Dramatic Theory and Criticism (if not used to satisfy the Communication core requirement)
- ❑ STHE 378: Playwriting
- ❑ STHE 385: Theatre History I (if not used to satisfy the Communication core requirement)
- ❑ STHE 386: Theatre History II (if not used to satisfy the Communication core requirement)
- ❑ STHE 405: Shakespeare Survey
- ❑ STHE 406: Studies in Shakespeare
- ❑ SEGL 422: Modern Drama

Technical and Production: 3-15
- ❑ STHE 377: Stagecraft
- ❑ STHE 379: Lighting Design
- ❑ STHE 380: Scence Design
- ❑ STHE 381: Stage Management

Performance: 3-15
- ❑ STHE 370: Voice for the Actor
- ❑ STHE 373: Play Directing
- ❑ STHE 374: Intermediate Acting
- ❑ STHE 376: Stage Movement
- ❑ STHE 382: Theatre for Youth
- ❑ STHE 383: Stage Combat
- ❑ STHE 401: Classical Styles in Acting
- ❑ STHE 402: Alternative Styles in Acting
- ❑ STHE 473: Advanced Play Directing

Note: *STHE 398: Selected Topics in Theatre or STHE 399: Internship or Independent Study in Threatre may be used in any category, if appropriate.*

Group B: Speech

Students must complete a minimum of 3 hours from the following categories, an additional course from the Skills area and from the Theory area, and one additional course from the category list for a total of 21 credit hours.

Writing: 3
- ❑ SSPH 333: Advanced Public Speaking
- ❑ SJOU 334: Writing for Broadcasting
- ❑ SEGL 318: Writing and Computers

Professional Practices: 3
- ❑ SJOU 303: Law and Ethics of Mass Media
- ❑ SSPH 303: Ethics in Human Communication
- ❑ SCOM 375: Communication Research Methods

Skills: 6
- ❑ SSPH 310: Interpersonal Communication
- ❑ SSPH 415: Mediation
- ❑ SSPH 415L: Mediation Laboratory
- ❑ SJOU 325: Speech for Radio and Television
- ❑ SCOM 399: Internship or Independent Study in Mass Communication (may be counted only once)
- ❑ SSPH 440: Argumentation & Debate
- ❑ SSPH 441: Debate Laboratory
- ❑ SIMS 345: Technical Presentation and Communication

Theory: 6
- ❑ SSPH 315: Conflict Resolution: Application & Strategies
- ❑ SSPH 398: Topics in Speech Communication (Rhetorical Theory)
- ❑ SSPH 448: Organizational Communication
- ❑ SSPH 450: Communicating for Social Change
- ❑ SIMS 346: Communication and New Technology

_____ One additional course from the above categories 3

Note: *SSPH 398: Topics in Speech Communication may be used in any category with approval of advisor*

Group C: Journalism

Students must take all journalism core courses with a minimum of three hours from each of the following four catagories for a total of 24 credit hours.

Journalism Core: 9
- ❑ SJOU 201: Survey of Mass Comm.
- ❑ SJOU 303: Law & Ethics of the Media
- ❑ SJOU 304: Writing for the Media

Continued on next page

Writing: 6-9
- ❑ SJOU 329: Public Relations Writing
- ❑ SJOU 333: Newswriting and Reporting
- ❑ SJOU 334: Writing for Broadcasting
- ❑ SJOU 335: Feature Writing

History and Theory: 3-9
- ❑ SJOU 302: History of Journalism
- ❑ SJOU 310: Mass Media and Society
- ❑ SJOU 424: History of American Broadcasting
- ❑ SJOU 480: Minorities and the Media

Film: 3-9
- ❑ SFLM 342: Film Genre
- ❑ SFLM 360: Film Directors
- ❑ SFLM 425: Film History to 1967
- ❑ SFLM 435: Film History since 1967
- ❑ SFLM 475: International Film
- ❑ SFLM 481: Cultural Diversity and Difference in Film
- ❑ SFLM 482: Film Theory and Criticism

Note: SJOU 398: Special Topics in Journalism may be used in any category if appropriate.

Professional Options: 3-12
- ❑ SJOU 325: Speech for Radio and Television
- ❑ SFLM 326: Motion Picture and Video Techniques
- ❑ SJOU 328: Public Relations and Persuasion
- ❑ SFLM 426: Advanced Video Production
- ❑ SJOU 430: Media Management
- ❑ SCOM 399: Internship (may be taken twice with appropriate consent)
- ❑ SBAD 350: Principles of Marketing
- ❑ SART 214: Graphic Design I
- ❑ SART 261: Introduction to Photography
- ❑ SART 314: Graphic Design II
- ❑ SART 315: Graphic Design III
- ❑ SART 361: Photography II
- ❑ SART 461: Photography III
- ❑ SEGL 318: Writing and Computers
- ❑ SIMS 345: Technical Presentation in Communications
- ❑ SIMS 346: Communication and New Technology

***Note:** SJOU 398: Special Topics in Journalism may be used in any category if appropriate.*

Group D: Electronic Media
Students must take a minimum of 3 hours from each of the following categories, and all electronic media core courses for a total of 21 hours.

Electronic Media Core: 9
- ❑ SJOU 201: Survey of Mass Comm.
- ❑ SJOU 303: Law & Ethics of Mass Media
- ❑ SJOU 304: Writing for the Media

Media History & Theory: 3-9
- ❑ SJOU 310: Mass Media and Society
- ❑ SJOU 424: History of American Broadcasting
- ❑ SJOU 480: Minorities in the Media

***Note:** SJOU 398: Special Topics in Journalism may be used in any category if appropriate.*

Film: 3-9
- ❑ SFLM 342: Film Genre
- ❑ SFLM 360: Film Directors
- ❑ SFLM 425: Film History to 1967
- ❑ SFLM 435: Film History since 1967
- ❑ SFLM 475: International Film
- ❑ SFLM 481: Cultural Diversity and Difference in Film
- ❑ SFLM 482: Film Theory and Criticism

***Note:** SJOU 398: Special Topics in Journalism may be used in any category if appropriate.*

Professional Options: 9
- ❑ SJOU 325: Speech for Radio and Television
- ❑ SFLM 326: Motion Picture and Video Techniques
- ❑ SJOU 334: Writing for Broadcasting
- ❑ SFLM 426: Advanced Video Production
- ❑ SCOM 399: Internship or Independent Study in Mass Communication (may be taken twice)
- ❑ SIMS 345: Technical Presentations in Communication
- ❑ SIMS 346: Communication and New Technology

Cognate[1] (with approval of advisor) or Minor 12-21

_____ _____
_____ _____
_____ _____
_____ _____

Supporting Courses

_____ Any Foreign Culture course 200 level 3 or above

Electives **6-20**

_____ _____
_____ _____
_____ _____
_____ _____

Total Hours Required **120**

Bachelor of Fine Arts Major in Art Studio with an Emphasis in Graphic Design

Student Worksheet

The Bachelor of Fine Arts degree in Art Studio with an emphasis in graphic design, is intended to prepare students for careers in graphic design as well as graduate work in graphic design. The program integrates the content areas of design theory, design production, design history, design criticism, and design aesthetics.

As understanding the nature of a design problem is prerequisite to implementing any technical application, instruction provides a foundation in creativity, critical thinking and problem analysis. The program integrates traditional art techniques with computer technology and courses are offered in the exploration of new media design. Graduates from the BFA program are prepared to locate employment in creative departments in major corporations, retail stores, and advertising design or publishing firms. Portfolio review is required for admission into the graphic design program. Deadlines and submission requirements for the portfolio may be obtained from the USC Upstate Admissions Office and the Department of Fine Arts and Communication Studies.

General Education Courses

I. Communication 9

_____ SEGL 101 and SEGL 102

_____

_____ SSPH 201

II. Mathematics & Logic 6-8

One math course:

_____ SMTH 120, 121, 122, 126, 127 141, 142, 231

One course from math, logic or statistics:

_____ SECO 291; SLGC 205, 207; SMTH 102, 120, 121, 122, 126, 127, 141, 202, 231; SPSY 225; SSOC 201

III. Information Technology 3

_____ SCSC 138, 150; SIMS 101

IV. Natural Science 7-8

Two courses from the following (at least one with the associated lab)

_____ SAST 111/L; SBIO 101/L, 102/L,

_____ 110/L, 206, 240, 242/L, 270; SCHM 101/L, 105, 106, 107, 109/L, 111/L, 112/L; SGEG 201; SGEL 101/L, 102/L, 103/L, 120, 121, 123/L, 131; SPHS 101/L, 201/L, 202/L, 211/L, 212/L

V. Arts & Humanities 7-8

One fine arts course:

_____ SATH 105 or SATH 106

One course from the following: (no more than 3 credit hours from a specific discipline) 3

_____ SAAS 204; SAMS 101, 102; SEGL 250, 252, 275, 279, 280, 283, 289, 290, 291, 301, 319, 320, 322, 329, 330, 340, 350, 369, 383, 389, 391, 395, 398, 400, 401, 405, 406, 408, 409, 411, 412, 417, 419, 422-430, 436, 437, 447, 485; SFLM 240, 341, 342, 475, 481; SMUS 110; SPHL 102, 211; SREL 103; STHE 161, 170

VI. Foreign Language and Culture

Foreign Language minimum 102 level 3

_____ SFRN 102; SGRM 102; SSPN 102 Placement in a 201 or higher level language course** (Students placing into 201 or higher level of a language have satisfied this requirement but will have additional hours in electives, if hours are required in the major).

VII. History

_____ SHST 111 or SHST 112 3

VIII. Social and Behavioral Sciences

Two courses from the following with two disciplines represented: 6

_____ SANT 102; SAAS 201; SECO 221, 222; SGEG 101, 103; SGIS 201, 301 320; SPSY 101; SSOC 101; SWST 101

IX. Senior Seminar 1-15

See major requirements

_____ Major Requirements[1]

Art History

_____ SATH 105: Prehistoric-Gothic/ SATH 106: Renaissance-Present 3

_____ SATH 306: History of 20th Century Art and Architecture or (with advisor approval another upper-level art history may be substituted for SATH 306) 3

_____ Art history elective with advisor approval any 200-level or above SATH course not repeated from the major requirements 3

Art Studio

_____ SART 103: 2D Design 3

_____ SART 104: 3D Design 3

_____ SART 108: Computer Graphics I 3

_____ SART 110: Drawing I 3

_____ SART 203: Color & Composition 3

_____ SART 206: Illustration I 3

_____ SART 210: Drawing II 3

_____ SART 214: Graphic Design I 3

_____ SART 231: Life Drawing 3

_____ SART 261: Photography I or SART 262: Digital Photography 3

[1] *A minimum grade of C is required in major courses.*

Continued on next page

_____ SART 318: Interface Design I 3
_____ SART 314: Graphic Design II 3
_____ SART 315: Graphic Design III[2] 3
_____ SART 414: Graphic Design IV 3
_____ Electives in art studio with advisor approval any 200-level or above SART course not repeated from the requirements 9

_____ Supporting Courses

_____ SBAD 350: Principles of Marketing 3
_____ SJOU 201: Survey of Mass Communication or SJOU 310: Mass Media and Society 3

_____ Professional Options 12

(Students choose 12 credits from the following list of courses. At least 6 hours must be 300 level and above.

_____SART 205: Digital Art I 3
_____SART 207: Printmaking I 3
_____SART 211: Painting I 3
_____SART 350: Art Study Abroad 3
_____SART 305: Digital Art II 3
_____SART 306: Illustration II 3
_____SART 310: Drawing III 3
_____SART 311: Painting II 3
_____SART 312: Painting III 3
_____SART 450: Art Study Abroad II 3
_____SART 361: Photo II 3
_____SART 391: Motion Graphic Design 3
_____SART 410: Drawing IV 3
_____SART 418: Interface II 3
_____SART 416: Photo III 3
_____SART 499: Art Studio Internship 3

_____ Senior Seminar

_____ SART 489: Senior Portfolio Development 3
_____ SART 490: Senior Seminar Graphic Design 3

_____ Total Hours Required 127

[2]Students must successfully pass portfolio review to register for SART 315.

Bachelor of Fine Arts in Art Studio with Emphasis in Graphic Design

Recommended Curriculum Schedule

Portfolio Review for acceptance into major.

Freshman Year—Fall
*SART 104-3D Design
*SART 110-Draw I
SATH 105-Art History (Group V)
English 101
Math & Logic
*should be taken in year 1.

Freshman Year—Spring
*SART 103-2D Design
*SART 108-Computer Graphics I
SATH 106-Art History
English 102
Information Technology (Group III)
*should be taken in year 1.

Freshman Year—Summer
General Education (Group VII)

Sophomore Year—Fall
SART 203-Color and Composition
SART 214-Graphic Design I
SATH 306-Art History
Natural Science (Group IV)
Foreign Language/Culture (Group VI)

Sophomore Year—Spring
SART 210-Draw II
SART 314-Graphic Design II
Social Science (Group VIII)
Math & Logic (Group II)
Art Elective

Sophomore Year—Summer
SART 231-Life Drawing

Junior Year—Fall
SART 206-Illustration I
SART 315-Graphic Design III
SART 318-Interface Design I
Natural Science (Group IV)
Speech 201

Junior Year—Spring
SART 261-Photo I or SART 262 Digital Photo
SART 414 Graphic Design IV
SART Professional Option
Social Science (Group VIII)
Humanities (Group V)

Senior Year—Fall
SART 489-Senior Portfolio Development
SART Professional Option
SART Professional Option
Art Elective
Supporting Course

Senior Year—Spring
SART 490-Senior Seminar Graphic Design
SART Professional Option Course
SATH Art History Elective
Art Elective
Supporting Course

Bachelor of Arts in Art Education[1]

Student Worksheet

The Bachelor of Arts Degree in Art Education is intended to prepare students for careers as K-12 art teachers, for graduate work in art education and for employment in schools, museums, community art organizations and libraries. During the semester that a student completes 60 hours, he/she must apply to the Department of Fine Arts and Communication Studies to be admitted to the professional art education program which comprises their junior and senior years. Admission of applicants is based on individual consideration. Each applicant must fulfill the following requirements:

- Completion of English 101 and 102, Speech 201 and Art 103 or their equivalents, with grades of "C" or better;
- Successful completion of Math 121 or equivalent;
- GPA of at least 2.5 on at least 60 hours earned;
- The achievement of passing scores on all three sections of the Praxis Pre-Professional Skills Test (PPST);
- Two letters of recommendation from faculty
- Clear criminal record from South Carolina Law Enforcement Division.

When the student completes the required content course work and practicum hours, he/she will apply for admission to a directed (student) teaching course. The following criteria must be met:

- Admission to the Professional Program
- Mimimum 2.5 GPA
- 90 semester hours completed (at end of the current semester)
- 100 hours of practicum in the schools
- A grade of "C" or better in the Professional Education courses
- FBI fingerprint card

Detailed guidelines and requirements may be obtained from the USC Upstate Admissions Office and the Department of Fine Arts and Communication Studies.

General Education Requirements:

I. Communication **9**

_____English 101 and 102

_____Speech 201

II. Mathematics & Logic **6-7**

____SMTH 121: College Algebra

____SMTH 102, 122, 126, 127, 141, 142, 201, 231; SLGC 205, 207; SECO 291; SPSY 225; SSOC 201

III. Information Technology **3**

____Computer Science 138

IV. Natural Science **8**

_____Two courses from the following: SAST 111/L; SBIO 101/L, 102/L 110/L, 206, 240, 242/L, 270; SCHM 101/L, 105, 106, 107, 109L/ 111/L, 112/L; SGEG 201; SGEL 101/L, 102/L, 103/L, 120, 121, 123/L, 131; SPHS 101/L, 201/L, 202/L, 211/L, 212/L

V. Arts and Humanities

____SATH 105: Pre-History to Middle Ages *

____SAAS 204; SAMS 101, 102; SATH 101, 105, 106; SEGL 250, 252, 275, 279, 280, 283, 289, 290, 291, 301, 319, 320, 322, 329, 330, 340, 350, 369, 383, 389, 391, 395, 398, 400, 401, 405, 406, 408, 409, 411, 412, 417, 419, 422-430, 436, 437, 447, 485; SFLM 240, 341, 342, 475, 481; SMUS 110; SPHL 102, 211; SREL 103; STHE 161, 170

VI. Foreign Language and Culture

Foreign Language minimum 102 level 3

_____ SFRN 102; SGRM 102; SSPN 102 Placement in a 201 or higher level language course** (Students placing into 201 or higher level of a language have satisfied this requirement but will have additional hours in electives, if hours are required in the major).

VII. History

_____ SHST 111 or SHST 112 3

VIII. Social and Behavioral Sciences

Two courses from the following with two disciplines represented: 6

_____ SANT 102; SAAS 201; SECO 221, 222; SGEG 101, 103; SGIS 201, 301 320; SPSY 101; SSOC 101; SWST 101

IX. Senior Seminar **1-15**

See directed teaching

_____ SAED 460

Total General Education Requirements: 43-46

Content Concentration* (39 hours)

____SART 103 2D Design	3
____SATH 106 Renaissance-Present	3
____SATH 306 History of 20th Century	3
____Art History elective 200 or above	3
____SART 104 3D Design	3
____SART 108 Computer Graphics I	3
____SART 110 Drawing I	3
____SART 210 Drawing II	3
____SART 211 Painting I	3
____SART 207 Printmaking I	3
____SART 229 Introduction to Crafts	3
____SART 203 Color and Composition	3
____Art Studio Elective	3

Professional Education* (39 hours)

____SEDF 210 Foundations of Education**	3
____SAED 330 Foundations in Art Ed.**	3
____SEDF 333 Educational Development of the Lifelong Learner**	3
____SATH 307 Interpreting Art	3
____SAED 429 Art for Elementary and Middle Schools	3
____SAED 430 Secondary Art Methods	3
____SAED 450 School Art Program	3
____SEDF 341 Education Procedures for Exceptional Children**	3
____SAED 460 Directed Teaching	15
Total hours for major	**78**
Total credit hours for degree	**122-126**

**must have a "C" or above in the courses*

***Does not have to be admitted to the Professional Program*

[1] *Pending approval of the South Carolina Commission on Higher Education and the State Department of Education.*

Minor in Art History
Student Worksheet

Required Courses[1,2,3]

_____SATH 105: History of Western Art: Prehistory - Middle Ages 3

_____SATH 106: History of Western Art: Renaissance - Present 3

Select two courses from the following: 6

_____SATH 205: History of American Art

_____SATH 206: History of American Art: 1860-Present

_____SATH 210: African Art

_____SATH 350: Art History, Study Abroad I

Select two courses from the following: 6

_____SATH 301: Women and Art: Prehistory - Middle Ages

_____SATH 304: Southern Folk Art

_____SATH 306: History of 20th Century Art

_____SATH 307: Interpreting Art

_____SATH 450: Art History, Study Abroad II

_____SATH 398: Selected Topics in Art History

_____SATH 499: Art History Internship

____**Minimum Hours Required** **18**

1 Up to 6 horus of General Education (<300 level) may be used to satisfy requirements of a minor.
2 Minimum grade of C is required for all coursework.
3 A minimum of 12 hours of upper division coursework is required.

Minor in Journalism
Student Worksheet

Required Courses[1]

_____SJOU 201: Survey of Mass Communication 3

_____ SJOU 303: Law & Ethics of the Mass Media 3

_____ SJOU 304: Writing for the Media 3

Professional Options
(one of the following)

_____SJOU 325, SFLM 326, SJOU 328, SJOU 398, SCOM 399, SFLM 426, SJOU 430

History and Theory
(one of the following)

_____ SJOU 301, 302, 305, 310, 398, 424, 480

Writing
(one of the following)

_____ SJOU 329, 333, 334, 335

_____**Total Hours Required** **18**

[1]*Minimum grade of C is required for all coursework.*

Minor in Speech Communication
Student Worksheet

Required Courses[1]

_____SSPH 301: Theories and Principles of Speech Communication 3

_____SSPH 303: Ethics in Human Communication *or* SCOM 375: Communication Research Methods 3

_____SSPH 333: Advanced Public Speaking *or* SSPH 340: Voice and Diction 3

_____SJOU 325: Speech for Radio and Television *or* SIMS 345: Technical Presentation and Communication 3

_____SSPH 310: Interpersonal Communication *or* SSPH 450: Communicating for Social Change 3

_____SSPH 315: Conflict Resolution, SSPH 448: Organizational Communication *or* SIMS 346: Communication and Technology 3

_____SSPH 440: Argumentation & Debate *or* SSPH 415: Mediation 3

_____**Total Hours Required** **21**

[1]*Minimum grade of C is required for all coursework.*

Minor in Theatre
Student Worksheet

Required Courses[1,2,3,4]

_____STHE 161: Introduction to Theatre Art 3

_____STHE 170: Fundamentals in Acting 3

_____STHE 301: Dramatic Theory and Criticism or STHE 385: Theatre History I or STHE 386: Theatre History II 3

_____STHE 377: Stagecraft or STHE 379: Lighting Design or STHE 380: Scene Design 3

_____STHE 370: Voice for the Actor or STHE 376: Stage Movement for the Actor or STHE 383: Stage Combat or STHE 373: Fundamentals of Play Directing 3

_____STHE 374: Intermediate Acting or STHE 401: Classical Styles in Acting or STHE 402: Alternative Styles in Acting or STHE 378: Playwriting 3

_____**Minimum Hours Required** **21**

1 Up to 6 hours of General Education (<300 level) may be used to satisfy requirements of a minor.
2 Minimum grade of C is required for all coursework.
3 A minimum of 12 hours of upper division coursework is required.
4 Any course taken to satisfy the requirements for the Communication major may not also be counted toward the requirements for the minor in Theatre.

Minor in Conflict Resolution[1,2,3,4]
Student Worksheet

Requirements

____	SSPH 315: Conflict Resolution: Strategies and Applications	3
____	SSPH 415: Mediation (Prerequisite: SSPH 315)	3
____	SSPH 415L: Mediation Laboratory (Prerequisites: SSPH 315 & SSPH 415)	1
____	**Students must complete 12 credit hours from either: Group A: Interpersonal Relations, Group B: Workplace Relations, or Group C: Legal/Law Relations**	**12**

Group A: Interpersonal Relations

❑	SSPH 448: Organizational Communication (Prerequisite: SSPH 201)	3
❑	SPSY 307: Social Psychology (Prerequisite: SPSY 101)	3
❑	SPSY 311: Industrial and Organizational Psychology (Prerequisite: SPSY 101)	3
❑	SPSY 420: Psychology of Men (Prerequisite: SPSY 101)	3
❑	SPSY 442: Psychology of Women (Prerequisite: SPSY 101)	3
❑	SSOC 341: Sociology of Families (Prerequisite: SSOC 101)	3
❑	SSOC 381: Sociology of Aging (Prerequisite: SSOC 101)	3
❑	SSOC 433: Race and Ethnic Relations (Prerequisite: SSOC 101)	3
❑	SSOC 435: Sociology of Women (Prerequisite: SSOC 101)	3
❑	SBAD 377: Advanced Organizational Behavior (Prerequisites: Junior Standing and SBAD 371)	3

Group B. Workplace Relations

❑	SSOC 372: Community Organization (Prerequisite: SSOC 101)	3
❑	SSOC 471: Sociology of Organizations and Work (Prerequisite: SSOC 101)	3
❑	SSOC 441: Sociology of Education (Prerequisite: SSOC 101)	3
❑	SPSY 311: Industrial and Organizational Psychology (Prerequisite: SPSY 101)	3
❑	SNPA 301: Nonprofit Sector in the United States (Prerequisite: Sophomore Standing)	3
❑	SNPA 302: Introduction to Nonprofit Administration (Prerequisite: SNPA 301 or consent of instructor)	3
❑	SBAD 347: Legal Environment of Business (Prerequisite: Junior Standing)	3
❑	SBAD 348: Issues in Commercial Law (Prerequisites: Junior Standing and SBAD 347)	3
❑	SBAD 371: Organizational Management & Behavior (Prerequisite: Junior Standing)	3
❑	SBAD 374: Management of Human Resources (Prerequisite: Junior Standing)	3
❑	SBAD 377: Advanced Organizational Behavior (Prerequisites: Junior Standing and SBAD 371)	3
❑	SBAD 477: Organization Theory (Prerequisite: SBAD 371)	3
❑	SSPH 448: Organizational Communication (Prerequisite: SSPH 201)	3

Group C: Legal/Law Relations

❑	SCRJ 310: Policing in America (Prerequisite: SCRJ 101 or SSOC 101)	3
❑	SCRJ 330: Institutional Corrections (Prerequisite: SCRJ 101 or SSOC 101)	3
❑	SCRJ 333: Community-Based Corrections (Prerequisite: SCRJ 101 or SSOC 101)	3
❑	SCRJ 470: Criminal Justice Management and Organizations (Prerequisite: SCRJ 101 or SSOC 101)	3
❑	SCRJ 472: Policing: Theories and Programs (Prerequisite: SCRJ 310)	3
❑	SSOC 431: Social Inequality (Prerequisite: SSOC 101)	3
❑	SSOC 433: Race and Ethnic Relations (Prerequisite: SSOC 101)	3
❑	SBAD 347: Legal Environment of Business (Prerequisite: Junior Standing)	3
❑	SBAD 348: Issues in Commercial Law (Prerequisites: Junior Standing and SBAD 347)	3

____	**Total Hours Required**	**19**

[1]Up to 6 hours of General Education (less than 300 level) may be used to satisfy requirements of a minor.

[2]Minimum grade of C is required for all coursework.

[3]A minimum of 12 hours of upper division coursework is required.

[4]Students may not use a course to fulfill a major and minor course requirement.

Minor in Jazz Studies[1,2,3]

Student Worksheet

Requirements

_____	SMUS 310: Jazz History	3
_____	SMUS 325: Jazz Theory	3
_____	SMUS 127 (1) and/or SMUS 327: Jazz Band (1)	Total 3
_____	SMUS 130 and/or 330: Applied Music	3
_____	SMUS 345. Jazz Improvisation I	3
_____	SMUS 346: Jazz Improvisation II	3
_____	SMUS 398: Selected Topics in Music	3
_____	**Total Hours Required**	**21**

[1] *Up to 6 hours of General Education (<300 level) may be used to satisfy requirements of a minor.*
[2] *Minimum grade of C is required for all coursework.*
[3] *A minimum of 12 hours of upper division coursework is required.*

Converse College Music Courses available to USC Upstate students

The University of South Carolina Upstate has created a partnership with the Carrol McDaniel Petrie School of Music at Converse College to allow Upstate students to enroll in selected music courses. Students interested in taking courses in music theory, history or performance studies should contact the chair of the Fine Arts and Communication Studies Department at USC Upstate. Upon permission of both campuses, students may enroll in courses. Additional fees and auditions are required.

Languages, Literature and Composition

The Department of Languages, Literature and Composition in the College of Arts and Sciences offers the Bachelor of Arts degree with majors in English and Spanish and minors in Film Studies, French, German Studies, International Studies, Spanish, and Spanish Translation/Interpreting. In general, assignments for courses numbered 300 or above are more rigorous and the grading standards more demanding than for courses numbered 299 or lower.

Bachelor of Arts
Major in English
Student Worksheet

General Education Courses

I. Communication 9

_____ SEGL 101 and SEGL 102

_____

_____ SSPH 201

II. Mathematics 6

One math course:

_____ SMTH 121, 122, 126, 127 141, 142, 231

One course from math, logic or statistics[1]*:*

_____ SECO 291; SLGC 205, 207; SMTH 102, 121, 122, 126, 127, 141, 142, 202, 231; SPSY 225; SSOC 201

III. Information Technology 3

_____ SCSC 138, 150; SIMS 101

IV. Natural Science 7-8

Two courses from the following (at least one with the associated lab)

_____ SAST 111/L; SBIO 101/L, 102/L, 110/L, 206, 240, 242/L, 270; SCHM 101/L, 105, 106, 107, 109/L, 111/L, 112/L; SGEG 201; SGEL 101/L, 102/L, 103/L, 120, 121, 123/L, 131; SPHS 101/L, 201/L, 202/L, 211/L, 212/L

V. Arts and Humanities 6

One fine arts course: 3

_____ SAAS 204; SATH 101, 105, 106; SMUS 110; STHE 161, 170

One course from the following: (no more than 3 credit hours from a specific discipline) 3

_____ SAAS 204; SAMS 101, 102; SATH 101, 105, 106; SEGL 250, 252, 275, 279, 280, 283, 289, 290, 291, 301, 319, 320, 322, 329, 330, 340, 350, 369, 383, 389, 391, 395, 398, 400, 401, 405, 406, 408, 409, 411, 412, 417, 419, 422-430, 436, 437, 447, 485; SFLM 240, 341, 342, 475, 481; SMUS 110; SPHL 102, 211; SREL 103; STHE 161, 170

VI. Foreign Language and Culture 3

Foreign Language minimum 102 level

_____ SFRN 102; SGRM 102; SSPN 102 Placement in a 201 or higher level language course** (Students placing into 201 or higher level of a language have satisfied this requirement but will have additional hours in electives, if hours are required in the major).

VII. History 3

_____ SHST 111

VIII. Social and Behavioral Sciences 6

Two courses from the following with two disciplines represented:

_____ SANT 102; SAAS 201; SECO 221, 222; SGEG 101, 103; SGIS 201, 301 320; SPSY 101; SSOC 101; SWST 101

IX. Senior Seminar 3

_____ SEGL 490

_____ Major Requirements[2]

Core Courses[3] 18

The following courses are required for all majors:

_____ English 301 3

_____ Any Shakespeare course 300 or above 3

_____ Any cultural diversity & difference in literature course 300 or above 3

_____ Any linguistics course 300 or above 3

_____ Any writing course 300 or above 3

_____ English 459, 483 or Film 482[3] 3

continued on next page

[1] *Statistics is recommended for majors who plan an Applied Writing Emphasis*

[2] *Art 230 is recommended for majors who plan an Applied Writing Emphasis.*

[3] *English 208 or English 245 is recommended for majors who plan a Writing Emphasis.*

[4] *A minimum grade of C is required.*

[5] *English 459 is required for majors who select the Writing Emphasis. English 482 is required for majors who select the Film Emphasis. English 483 is required for all other English majors.*

All majors must choose on focus area:

Literature Focus Area 12
_____ Any four courses from one of the
_____ following sequences:
_____ English 400, 409, 411, 412, 417,
_____ 419, 423, 424,
or
_____ English 425, 426, 427, 428, 430

Creative Writing Focus Area 12
_____ Any four courses from the following:
_____ English 308, 368, 370, 397, 468
_____
_____

Applied Writing Focus Area 12
_____ Any four courses from the following:
_____ English 318, 345, 346, 352, 371,
_____ 373, 397
_____

Film Focus Area 12
_____ Any four courses from the following:
_____ Film 341, 342, 360, 475, 480,
_____ 481, 491
_____

General Focus Area 12
_____ Any four 300 or 400 level English
_____ or film courses
_____
_____

_____ English Senior Seminar 3

_____ **Cognate or Minor[2]** 12-18
(in consultation with advisor)
_____ _____
_____ _____
_____ _____

_____ **Supporting Courses[2]** 18
_____ English 279 & English 280 or 6
_____ English 289 & English 290
_____ English 295 3
_____ History 112 3
_____ Foreign language 201 and 202 6
or above (except 204)

_____ **Electives** 4-14
_____ _____
_____ _____
_____ _____

_____ **Total Hours Required** **120**

[1]Statistics is recommended for majors with an Applied Writing Focus Area.
[2]A minimum grade of C is required.
[3]English 459 is required for majors with a Writing Emphasis. Film 482 is required for majors with a Film Emphasis. English 483 is required for all other English majors.

Minor in English
Student Worksheet

Courses Required for the Minor[1,2,3,4,5]

_____ Two of the following: 6
English 208, 245, 250, 252, 275, 279, 280, 283, 289, 290, 291, 295

_____ _____

_____ _____

_____ A minimum of 12 hours from any combination of the following 300 or 400-level English courses: 12

Writing
English 308, 318, 345, 346, 352, 368, 370, 371, 373, 397, 468

Literature
American: English 383, 391, 425, 426, 427, 428, 429, 430, 447
British: English 400, 401, 405, 406, 408, 409, 411, 412, 417, 419, 423, 424

Literature and Culture
SEGL 307, 322, 422, 436, 437, 484, 485

Language/Linguistics
English 451, 453, 455, 459

Film
Film 341, 342, 360, 475, 480, 481, 482, 491

_____ _____

_____ _____

_____ _____

_____ _____

_____ **Total Hours Required** **18**

[1]Up to 6 hours of General Education (<300 level) may be used to satisfy requirements of a minor.
[2]Minimum grade of C is required for all coursework.
[3]A minimum of 12 hours of upper division coursework is required.
[4]With approval, students may apply relevant SEGL special topics courses, one-time only courses, internships, and independent studies to the minor.
[5]A course taken in the minor cannot also be counted toward the major.

Minor in International Studies [1,2]
Student Worksheet

_____ **General requirement** 3
Select one from:
SGIS 310: International Politics
SGIS 320: Comparative Politics
SGIS 330: International Organizations

_____ **Language requirement** [3] 6
Two courses (201 and 202) of either French, German or Spanish

_____ **Other required courses**
At least one course in each of the following areas:

_____ **History** 3
Any 300- or 400-level history course examining an international topic or country other than the United States

_____ **Culture & Cultural Understanding** 3
SSPN 204: Latin American Culture
SFRN 204: French Culture
SGRM 204: German Culture
or any other appropriate course approved by advisor and the director of Interdisciplinary Studies

_____ **Global Issues** 3
SCRJ 471: Comparative Criminal Justice Systems
SGIS 326: Middle East Politics
SGIS 327: East Asian Politics
SGIS 380: Environmental Policy
SGIS 420: Women and Politics: A Global Perspective
SGIS 460: International Law
SSOC 375: Population Dynamics
SSOC 474: Social Change
or any other appropriate course approved by advisor and the director of Interdisciplinary Studies

_____ **Experiential Learning Opportunity** 3
Independent Study, Internship, Study Abroad or some other opportunity approved by advisor and the director of Interdisciplinary Studies

_____ **Total Hours Required** **18-21**[4]

[1]Up to 6 hours of General Education (<300 level) may be used to satisfy requirements of a minor.
[2]Minimum grade of C is required for all coursework.
[3]This minor requires language proficiency at the 202 level or above. No language courses below the 201 level count toward the minor. Students may take courses through the 202 level or attempt a placement test in any foreign language. Students who test at the 201 level must take 202. Students who have already completed 202 or test at the 202 level have two options: take an additional language course (including culture course taught in a foreign language, conversation course, translation course, etc.) or take an additional course from the accepted courses for the minor.
[4]Students exempt from the language requirement will need 18 hours. Otherwise the requirement will be 21 hours.

Minor in Film Studies[1,2,3,4,5]
Student Worksheet

Required Courses **6**

_____ SFLM 240: Introduction to Film
_____ SFLM 425: Film History to 1967 or
_____ SFLM 435: Film History after 1967

Four courses from the following: **12**

- ❑ SFLM 326: Motion Picture and Video Techniques[6]
- ❑ SFLM 341: Literature and Film
- ❑ SFLM 342: Film Genre (may be repeated for credit if topic changes)
- ❑ SFLM 360: Film Directors (may be repeated for credit if topic changes)
- ❑ SFLM 398: Special Topics in Film (may be repeated for credit if topic changes)
- ❑ SFLM 425: Film History to 1967 (if not taken as a requirement)
- ❑ SFLM 475: International Film
- ❑ SFLM 480: Interdisciplinary Approaches to film (may be repeated for credit if topic changes)
- ❑ SFLM 481: Cultural Diversity and Difference in Film (may be repeated for credit if topic changes)
- ❑ SFLM 482: Film Theory & Criticism

_____ _____
_____ _____
_____ _____
_____ _____

_____ **Total Hours Required** **18**

[1]Up to 6 hours of General Education (<300 level) may be used to satisfy requirements of a minor.
[2]Minimum grade of C is required for all coursework.
[3]A minimum of 12 hours of upper-division coursework is required.
[4]With approval of advisor, students may apply relevant courses to the minor if the topic relates to film; special topic courses; one-time only courses, internships; and independent studies.
[5]A course taken in the minor cannot also be counted toward the major.
[6]Be sure to check prerequisite for this course.

Minor in French[1]
Student Worksheet

The minor in French will require 18 hours with 12 hours of upper division courses: 3 credit hours from one of the following courses: SFRN 202, SFRN 204, SFRN 210 (Can be exempted by placement test or consent of the instructor); 15-18 credit hours from the 300 level French courses or above.

One of the following (May be exempted by placement test or consent of instructor):

_____ French 202: Intermediate French 3
_____ French 204: French Culture 3
_____ French 210: French Oral Communication 3

Five (or six if 200-level exempted) of the following:

_____ French 308: Business French 3
_____ French 309: French Grammar and Composition 3
_____ French 310: French Conversation 3
_____ French 320: French Civilization 3
_____ French 330: Survey of French Literature I 3
_____ French 331: Survey of French Literature II 3
_____ French 250 or 350: Selected French Studies Abroad 3
_____ French 398: Topics in French Language or Literature 3
_____ French 399: Independent Study or Internship 3
_____ French 402: Masterpieces of French Drama 3
_____ French 403: Masterpieces of the French Novel 3

_____ **Total Hours Required** **18**

[1]A minimum grade of C is required.

Minor in German Studies[1]

Student Worksheet

The minor in German Studies will require a minimum of 18 hours with 12 hours of upper division courses: 6 credit hours from SGRM 202 and SGRM 210; 12 credit hours from SGRM 204 or 300 level German courses.

Required Courses 6

_____ German 202: Intermediate German
_____ German 210: German Oral Communication

Four of the following 12

_____ German 204: German Culture 3
_____ German 250 or 350: Selected German Studies Abroad 3
_____ German 308: Business German 3
_____ German 310: German Conversation 3
_____ German 325: Modern German Literature in Translation 3
_____ German 398: Topics in German Literature/ Language 3
_____ German 399: Independent Study or Internship 3

_____ **Total Hours Required** **18**

[1]*A minimum grade of C is required.*

Minor in African American Studies[1,2,3,4,5,6]

Student Worksheet

Minor Requirements

_____ SAAS 201: Introduction to African American Studies 3
_____ SAAS 204: African American Culture 3
_____ One of the following: 3
SEGL 391: African American Literature or
SEGL 429: Harlem Renaissance
_____ One of the following: 3
SHST 310: African American History to 1865 or SHST 311: African American History Since 1860

Two of the courses selected from the following disciplines:

_____ SAAS 398: Topics in African American Studies 3
_____ SATH 210: African Art 3
_____ SATH 304: Southern Folk Art 3
_____ SCRJ 380: Minorities, Crime and Criminal Justice 3
_____ SCRJ 451/SGIS 451: Civil Rights and Civil Liberties 3
_____ SHST 495: Topics in African American History 3
_____ SJOU 480: Minorities in the Media 3
_____ SMUS 310: Jazz History 3
_____ SSOC 433: Race and Ethnic Relations 3

_____ **Total Hours Required** **18**

[1]*Up to 6 hours of General Education (<300 level) may be used to satisfy requirements of a minor.*
[2]*Minimum grade of C is required for all coursework.*
[3]*A minimum of 12 hours of upper division coursework is required.*
[4]*English 102 must be completed before taking courses in the minor.*
[5]*There are additional pre-requisites for courses in Criminal Justice, Sociology, and Government which may be met with general education or elective credit.*
[6]*Topics courses numbered 398 may be used when the subject matter pertains to African American Studies.*

Bachelor of Arts
Major in Spanish
Student Worksheet

General Education Courses

I. Communication 9

_____ SEGL 101 and SEGL 102

_____

_____ SSPH 201

II. Mathematics 6-8

One math course:

_____ SMTH 120, 121, 122, 126, 127 141, 142, 231

One course from math, logic or statistics:

_____ SECO 291; SLGC 205, 207; SMTH 102, 120, 121, 122, 126, 127, 141, 202, 231; SPSY 225; SSOC 201

III. Information Technology 3

_____ SCSC 138, 150; SIMS 101

IV. Natural Science 7-8

Two courses from the following (at least one with the associated lab)

_____ SAST 111/L; SBIO 101/L, 102/L,

_____ 110/L, 206, 240, 242/L, 270; SCHM 101/L, 105, 106, 107, 109/L, 111/L, 112/L; SGEG 201; SGEL 101/L, 102/L, 103/L, 120, 121, 123/L, 131; SPHS 101/L, 201/L, 202/L, 211/L, 212/L

V. Arts and Humanities 6

One fine arts course:

_____ SAAS 204; SATH 101, 105, 106; SMUS 110; STHE 161, 170

One course from the following: (no more than 3 credit hours from a specific discipline)

_____ SAAS 204; SAMS 101, 102; SATH 101, 105, 106; SEGL 250, 252, 275, 279, 280, 283, 289, 290, 291, 301, 319, 320, 322, 329, 330, 340, 350, 369, 383, 389, 391, 395, 398, 400, 401, 405, 406, 408, 409, 411, 412, 417, 419, 422-430, 436, 437, 447, 485; SFLM 240, 341, 342, 475, 481; SMUS 110; SPHL 102, 211; SREL 103; STHE 161, 170

VI. Foreign Language and Culture 3

Foreign Language minimum 102 level

_____ SSPN 102

VII. History 3

_____ SHST 111 or SHST 112

VIII. Social and Behavioral Sciences 6

Two courses from the following with two disciplines represented:

_____ SANT 102; SAAS 201; SECO 221, 222; SGEG 101, 103; SGIS 201, 301 320; SPSY 101; SSOC 101; SWST 101

IX. Senior Seminar 3

_____ SSPN 490

Major Requirements[1]

_____ Core Courses 18
(The following courses are required for all majors)

- ❑ SSPN 301
- ❑ SSPN 309
- ❑ SSPN 310
- ❑ SSPN 330 or 331
- ❑ SSPN 332 or 333
- ❑ SSPN 453 or 454

_____ Any five courses from the following (with at least one from each area of emphasis) 15

Language

❑ SSPN 331, 312, 315, 350, 453, 454

Culture

❑ SSPN 320, 321, 350, 398 (culture topic)

Literature

❑ SSPN 330, 331, 332, 333, 398 (literature topic), 420, 431

_____ Cognate or Minor 12-18
(in consultation with advisor)

_____ _____
_____ _____
_____ _____
_____ _____

_____ Supporting Courses 9
Three semesters of a second foreign language

_____ _____
_____ _____
_____ _____

_____ Electives 8-20

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

_____ Total Hours Required 120

[1] *A minimum grade of C is required for all coursework.*

Minor in Spanish[1]
Student Worksheet

The minor in Spanish will require 18 hours with 15 hours of upper division courses: 3 credit hours from SSPN 202 (may be exempted by placement test or consent of the instructor); 15 credit hours from upper division courses.

Required Course (May be exempted by placement test or consent of instructor):

_____ Spanish 202: Intermediate Spanish 3

Any five 300 or 400 level courses (except Spanish 451)

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

_____ **Total Hours Required** **18**

[1]A minimum grade of C is required.
[2]Up to 6 hours of General Education (<300 level) may be used to satisfy requirements of a minor.
[3]With approval, students may apply relevant Spanish special topics courses, one-time-only courses, internships, and independent studies to the minor.

Minor in Spanish Translation/Interpreting[1,2,3,4]
Student Worksheet

Required Courses **9**

_____ SEGL 245: Professional Writing or SEGL 252: Understanding English Grammar 3
_____ SSPN 311: Introductino to Non Literary Translation 3
_____ SSPN 312: Introduction to Interpreting 3

One of the following: **3**

_____ SEGL 318: Writing & Computers 3
_____ SEGL 345: Advanced Professional Writing 3
_____ SEGL 346: Technical Writing 3
_____ SEGL 352: Text Editing 3
_____ SEGL: 371: Grant Writing 3
_____ Any 400-level English Course or Internship 3
_____ SEGL 245: Professional Writing or SEGL 252: Understanding English Grammar (if taking both) 3

Two of the following: **6**

_____ Any two upper division Spanish courses 300-level or higher

_____ **Total Hours Required** **18**

[1]Up to 6 hours of General Education (<300 level) may be used to satisfy requirements of a minor.
[2]Minimum grade of C is required for all coursework.
[3]A minimum of 12 hours of upper-division coursework is required.
[4]SSPN 311, 312, and other upper division Spanish courses require SSPN 202 as a prerequisite.

Department of Informatics

An effective information professional must have knowledge of the acquisition and application of information as well as knowledge of the use of hardware and software. The orientation of information management in many organizations is changing in the direction of greater user involvement. Consequently, information managers, rather than serving as technical custodians of computer hardware entities, now function more as agents between information resources and end-users. Additionally, decentralization of information technology and downsizing of hardware from mainframe processing to networked end-user desktops, has further led to a fundamental change in the traditional role of the information manager and the function of information processing systems within many organizations. A primary function of information resources management is to promote information as a major resource, with information processing technology as the ultimate tool for the processing, distribution, and integration of information and its use in various organizational functions.

The Bachelor of Arts in Information Management and Systems is a multidisciplinary degree, integrating an understanding of computer technology, information processing technology, telecommunications, discipline-specific data, information administration, and an ability to recognize relationships between technical systems and social structures. The degree program will prepare graduates to design, implement, and manage information processing systems and use information and information technology to solve problems in healthcare, industry, government agencies, and educational institutions. Students completing the information management and systems degree will have a comprehensive understanding of the complex technologies that permeate modern organizations, and will be capable of understanding, evaluating, and integrating emerging information technologies to meet the needs of multiple organizations. As a result, graduates of the program will be positioned at the forefront of information creation, access, analysis, and dissemination, and they will be prepared for existing professions and for stretching boundaries to include new and emerging specialties.

Preparation will emphasize basic quantitative and qualitative techniques, business functions, effective communication skills, and proactive in team interactions. The curriculum for the B. A. in Information Management and Systems includes 54-57 hours in general education, support, and elective courses, thirty hours in the information technology core and informatics, twelve hours in digital media coursework, eighteen hours in a concentration area, and six hours of capstone courses including senior seminar and an opportunity for experiential learning or internship. The purpose of the informatics concentration area is to provide instruction in the application of technology in one of four fields: healthcare, media and communication, education, and business. Information professionals completing this program will be educated in a unique multidisciplinary environment, integrating traditional technical approaches to information management with information fluency within a specific disciplinary context.

Bachelor of Arts
Major in Information Management and Systems
Student Worksheet

General Education Courses

I. Communication 9

_____ SEGL 101 and SEGL 102
_____ SSPH 201

II. Mathematics 6

One math course:
_____ SMTH 121, 122, 126, 127, 141, 142,

One statistics course:
_____ SECO 291; SMTH 102; SPSY 225; SSOC 201

III. Information Technology 3

_____ SCSC 138, 150; SIMS 101

IV. Natural Science 7-8

Two courses from the following (at least one with the associated lab)
_____ SAST 111/L; SBIO 101/L, 102/L,
_____ 110/L, 206, 240, 242/L, 270; SCHM 101/L, 105, 106, 107, 109/L, 111/L, 112/L; SGEG 201; SGEL 101/L, 102/L, 103/L, 120, 121, 123/L, 131; SPHS 101/L, 201/L, 202/L, 211/L, 212/L

V. Arts and Humanities 6

One fine arts course:
_____ SAAS 204; SATH 101, 105, 106; SMUS 110; STHE 161, 170

One course from the following: (no more than 3 credit hours from a specific discipline)
_____ SAAS 204; SAMS 101, 102; SATH 101, 105, 106; SEGL 250, 252, 275, 279, 280, 283, 289, 290, 291, 301, 319, 320, 322, 329, 330, 340, 350, 369, 383, 389, 391, 395, 398, 400, 401, 405, 406, 408, 409, 411, 412, 417, 419, 422-430, 436, 437, 447, 485; SFLM 240, 341, 342, 475, 481; SMUS 110; SPHL 102, 211; SREL 103; STHE 161, 170

VI. Foreign Language and Culture 6

Foreign Language minimum 102 level
_____ SFRN 102; SGRM 102; SSPN 102 Placement in a 201 or higher level language course** (Students placing into 201 or higher level of a language have satisfied this requirement but will have additional hours in electives, if hours are required in the major).

VII. History 3

_____ SHST 111 or SHST 112

VIII. Social and Behavioral Sciences 6

Two courses from the following with two disciplines represented:
_____ SANT 102; SAAS 201; SECO 221, 222; SGEG 101, 103; SGIS 201, 301 320; SPSY 101; SSOC 101; SWST 101

IX. Senior Seminar 3

_____ SIMS 499

_____ Major Requirements[1]

_____ Information Technology Core 39

Foundation

_____ SIMS 201: Concepts of Information Management & Systems 3
_____ SCSC 139: Visual BASIC Programming I 3
_____ SIMS 211: Microcomputer Organization 3
_____ SIMS 303: Organizational Informatics 3
_____ SIMS 305: Social Informatics 3

Continued on next page

Networking Technology

_____ SCSC 315: Networking Technology 3
_____ SIMS 415: E-Commerce and the Internet 3

Database Technology

_____ SCSC 325: Fundamentals of Relational Databases 3
_____ SIMS 421: Data Warehousing and Decision Support Systems Technology 3

IT Management

_____ SIMS 441: IT Project Management 3
_____ SIMS 450: Executive IT Managment 3

Capstone Courses (choose two)

_____ SIMS 498: Experiential Learning 3
_____ SIMS 422: Knowledge-Based Systems 3
_____ SIMS 423: Human/Machine Interaction 3
_____ SIMS 440: Workflow & Business Process Re-Engineering 3
_____ SHIM 417: Healthcare Information Security 3

Digital Media and Communication Core **12**

_____ SEGL 245: Professional Writing 3
_____ SIMS 345: Technical Presentation 3
_____ SIMS 346: Communication and New Technology 3
_____ SIMS 347: Web page Construction 3

Application Areas (Student chooses one)[1] **18**

Business Informatics

_____ SBAD 225: Financial Accounting 3
_____ SBAD 226: Managerial Accounting 3
_____ SBAD 371: Organizational Management and Behavior 3
_____ SBAD 390: Business Information Systems 3
_____ SIMS 440: Workflow & Business Process Re-Engineering 3
_____ Choose one upper level business or economics course 3

Healthcare Informatics **18**

_____ SHIM 201: Understanding Healthcare Organizations 3
_____ SHIM 301: Healthcare Information Systems 3
_____ SHIM 302: Information Trends in Healthcare Systems 3
_____ SHIM 413: Network Applications for Healthcare 3

Choose two courses from the following:

_____ SHIM 412: Ethics and Risk Management in Healthcare Info Syst. 3
_____ SHIM 417: Healthcare Information Security 3
_____ SHIM 450: Healthcare Database Systems and Information Retrieval 3
_____ SIMS 422: Knowledge-Based Systems 3

Education Informatics **18**

_____ SEDF 210: Foundations in Education 3
_____ SEDF 333: Educational Development of the Lifelong Learner 3
_____ SEDF 341: Educational Procedures for Exceptional Children 3
_____ SEDT 420: Information Systems in Education 3
_____ SEDT 430: Instructional Design and Methods for Information Systems Training 3
_____ SEDT 497: Information Systems Education Internship 3

Media Informatics **18**

_____ SSPH 301: Theories and Principles of Human Communication 3
_____ SJOU 301: Survey of Mass Communication 3

Choose four courses from the following: 12

_____ SSPH 303: Ethics in Communication 3
_____ SSPH 310: Interpersonal Communication 3
_____ SSPH 315: Conflict Resolution 3
_____ SSPH 333: Advanced Public Speaking 3
_____ SSPH 448: Organizational Communication 3
_____ SSPH 450: Communication for Social Change 3
_____ SJOU 303: Law and Ethics of the Mass Media 3
_____ SJOU 310: Mass Media and Society 3
_____ SJOU 326: Motion Picture and Video Techniques 3
_____ SJOU 328: Public Relations and Persuasion 3
_____ SEGL 318: Writing and Computers of the Mass Media 3
_____ SEGL 345: Advanced Professional Writing 3
_____ SEGL 346: Technical Writing 3

Supporting Course **3**

_____ Cultural Studies selected with approval of advisor 3

Electives **4-7**

_____ _____

_____ _____

Total Hours Required **120-123**

[1] *A minimum grade of C is required.*

Mathematics and Computer Science

The Division of Mathematics and Computer Science in the College of Arts and Sciences offers the Bachelor of Science degree in mathematics and the Bachelor of Arts in computer information systems and Bachelor of Science degree in computer science (ABET accredited). Minors are offered in mathematics and computer science.

Bachelor of Science
Major in Mathematics
Student Worksheet

_____ General Education Courses

I. Communication 9

_____ SEGL 101 and SEGL 102
_____
_____ SSPH 201

II. Mathematics[1] 8

_____ SMTH 141 Calculus I
_____ SMTH 142 Calculus II

III. Information Technology 3

_____ SCSC 150

IV. Natural Science 8

_____ SBIO 101/L, 102/L; or SCHM 111/L, 112/L; or SPHS 211/L, 212/L

V. Arts and Humanities 6

One fine arts course:
_____ SAAS 204; SATH 101, 105, 106; SMUS 110; STHE 161, 170

One course from the following: (no more than 3 credit hours from a specific discipline)
_____ SAAS 204; SAMS 101, 102; SATH 101, 105, 106; SEGL 250, 252, 275, 279, 280, 283, 289, 290, 291, 301, 319, 320, 322, 329, 330, 340, 350, 369, 383, 389, 391, 395, 398, 400, 401, 405, 406, 408, 409, 411, 412, 417, 419, 422-430, 436, 437, 447, 485; SFLM 240, 341, 342, 475, 481; SMUS 110; SPHL 102, 211; SREL 103; STHE 161, 170

VI. Foreign Language and Culture 3

Foreign Language minimum 102 level
_____ SFRN 102; SGRM 102; SSPN 102 Placement in a 201 or higher level language course** (Students placing into 201 or higher level of a language have satisfied this requirement but will have additional hours in electives, if hours are required in the major).

VII. History 3

_____ SHST 111 or SHST 112

VIII. Social and Behavioral Sciences 6

Two courses from the following with two disciplines represented:
_____ SAAS 201; SANT 102; SECO 221, 222; SGEG 101, 103; SGIS 201, 301 320; SPSY 101; SSOC 101; SWST 101

IX. Senior Seminar[2]

_____ SMTH 599 or SCSC 599

_____ Major Requirements[1]

_____ SMTH 340: Mathematical Structure and Proof 3
_____ SMTH 344: Matrix Algebra 3
_____ SMTH 346: Introduction to Modern Algebra 3
_____ SMTH 354: Real Analysis I 3
_____ SSTA 410: Introduction to Probability Theory 3
_____ SMTH 599 or SCSC 599 3

Choose one of the following 3 areas of focus: Pure, Computation or Industrial Mathematics

Pure Mathematics:

Two of : SMTH 544: Linear Algebra
SMTH 546: Algebraic Stuctures
SMTH 554: Real Analysis II
_____ SMTH _____ 3
_____ SMTH _____ 3

Three additional 400 level or higher mathemat ics/statistics courses:
_____ SMTH/SSTA _____ 3
_____ SMTH/SSTA _____ 3
_____ SMTH/SSTA _____ 3

Computation Mathematics:
Five approved SMTH, SSTA, or SCSC courses for majors. One 300-level or higher, and four 400- level or higher.

_____ _____ 3
_____ _____ 3
_____ _____ 3
_____ _____ 3
_____ _____ 3

Continued on next page

Industrial Mathematics:

_____	SMTH 345: Applied Partial Differential Equations	3
_____	SSTA 413: Introduction to Stochastic Processes	3
_____	SMTH 444: Elements of Optimization	3
_____	SMTH 561: Numerical Analysis II	3
_____	SMTH 579: Introduction to Industrial Mathematics	3

_____ Cognate[1] or Minor[1] 12-21

Pure Emphasis: Cognate courses totaling 12 hours require approval by major advisor. Minors may require 18-21 hours, of which 6 hours may be applied toward general education requirements.

Computation or Industrial Mathematics Emphasis[4]:

_____	SCSC 300: Computer Science II	3
_____	SCSC 321: Computer Science III	3
_____	SCSC 421: Design & Analysis of Algorithms	3
_____	300-level or higher SCSC course for majors.[3]	3

_____ Supporting Courses[1] 13

_____	SMTH 241: Calculus III	4
_____	SMTH 245: Elementary Differential Equations	3
_____	SCSC 200: Computer Science I	3
_____	SCSC 560: Numerical Analysis I	3

_____ Electives[5] 7-16

_____ _____
_____ _____
_____ _____
_____ _____

_____ Total Hours Required 120

[1]A minimum grade of C is required in each course indicated.
[2]Students in Pure Mathematics focus must take SMTH 599.
[3]Excluding SCSC 315, 325 and 441.
[4]A minor in Computer Science is completed by two additional 300 level Computer Science courses in the cognate or as an elective.
[5]Recommended electives for the Computation Emphasis include Mathematics 374, English 245, and English 346.

Minor in Mathematics[1]
Student Worksheet

The mathematics minor may be utilized by students in any major.

Mathematics (General Education Requirement) 8

_____	Mathematics 141	4
_____	Mathematics 142	4

Minor Requirements

_____ four courses numbered 243 or above 12-13

_____ _____
_____ _____
_____ _____
_____ _____

_____ Total Hours Required 20-21

[1]A minimum grade of C is required.

Bachelor of Arts
Major in Computer Information Systems
Student Worksheet

General Education Courses

I. Communication 9

_____ SEGL 101 and SEGL 102

_____

_____ SSPH 201

II. Mathematics[1] 6

_____ SMTH 102

_____ SMTH 126

III. Information Technology[1] 3

_____ SCSC 150

IV. Natural Science 7-8

Two courses from the following (at least one with the associated lab)

_____ SAST 111/L; SBIO 101/L, 102/L,

_____ 110/L, 206, 240, 242/L, 270; SCHM 101/L, 105, 106, 107, 109/L, 111/L, 112/L; SGEG 201; SGEL 101/L, 102/L, 103/L, 120, 121, 123/L, 131; SPHS 101/L, 201/L, 202/L, 211/L, 212/L

V. Arts and Humanities 6

One fine arts course:

_____ SAAS 204; SATH 101, 105, 106; SMUS 110; STHE 161, 170

One course from the following: (no more than 3 credit hours from a specific discipline)

_____ SAAS 204; SAMS 101, 102; SATH 101, 105, 106; SEGL 250, 252, 275, 279, 280, 283, 289, 290, 291, 301, 319, 320, 322, 329, 330, 340, 350, 369, 383, 389, 391, 395, 398, 400, 401, 405, 406, 408, 409, 411, 412, 417, 419, 422-430, 436, 437, 447, 485; SFLM 240, 341, 342, 475, 481; SMUS 110; SPHL 102, 211; SREL 103; STHE 161, 170

VI. Foreign Language and Culture 3

Foreign Language minimum 102 level

_____ SFRN 102; SGRM 102; SSPN 102 Placement in a 201 or higher level language course** (Students placing into 201 or higher level of a language have satisfied this requirement but will have additional hours in electives, if hours are required in the major).

VII. History 3

_____ SHST 111 or SHST 112

VIII. Social and Behavioral Sciences 6

Two courses from the following with two disciplines represented:

_____ SAAS 201; SANT 102; SECO 221, 222; SGEG 101, 103; SGIS 201, 301 320; SPSY 101; SSOC 101; SWST 101

IX. Senior Seminar[1] 3

_____ SCSC 599

Core Major Requirements[1] (39)

_____ SCSC 200: Computer Science I 3

_____ SCSC 234: Visual BASIC Programming or SCSC 238: C++ Programming 3

_____ SCSC 300: Computer Science II 3

_____ SCSC 311: Information Systems Hardware and Software 3

_____ SCSC 412: Computer Networks I 3

_____ SCSC 455: Computer Security 3

_____ SCSC 520: Database System Design 3

_____ SCSC 521: Database Implementation, Application & Administration 3

_____ SBAD 371: Organizational Mgmt. and Behavior 3

_____ SBAD 390: Business Info Systems 3

_____ SEGL 245/252/346 or SJOU 301/304/335 3

_____ SMTH 174: Discrete Mathemeatics 3

_____ SMTH 202: Elemtry. Statistics II or SMTH 315: Statistical Methods I or SMTH 127: Pre-Calculus II 3

One of the following *Areas of Focus:*

_____ **Networking and Information Security**[1] **(24)**

_____ SCSC 512: Networking II 3

_____ SCSC 555: Advanced Computer Security & Information Assurance 3

Two courses to be selected from the following: 6

SCSC 355: Digital Forensics; or
SCSC 356: Cryptography; or
SCSC 515: Wireless Networking
SCSC 516: Distributed and Network Programming; or
Any SCSC 300 level or above course for majors[2]:

_____ _____

_____ _____

[1] *A minimum grade of C is required*

[2] *Excluding SCSC 315, 325 and 441.*

Twelve hours from the following: 12

SBAD 347: Legal Environment of Business: or
SCRJ 101: Intro to Criminal Justice; or
SCRJ 461[3]: Criminal Procedure; or
SCRJ 300[3]: Criminal Trial Practice; or
SCRJ 342[3]: Crime in America; or
SCRJ 321[3]: Criminal Law; or
Required courses for Computer Technology programs at technical/community colleges; or
Advisor approved courses selected from Computer Science

_____ _____
_____ _____
_____ _____
_____ _____

_____ **System Analysis[1]** **(24)**

_____ SCSC 321: Computer Science III 3
_____ SCSC 440: Object Oriented Systems Analysis and Design 3
_____ SCSC 450: E-Business Web Application Development 3
_____ Any upper level SCSC course for majors[2] 3
_____ SBAD 225: Financial Accounting 3
_____ SBAD 226 or any upper level Business or Economics course 3

Two additional 300 level or above SBAD courses 3

_____ _____
_____ _____

_____ **Electives** 10-11

_____ _____
_____ _____
_____ _____
_____ _____

_____ **Total Hours Required** **120**

[1]A minimum grade of C is required in each course indicated.
[2]Excluding SCSC 315, 325 and 441.
[3]SCRJ 101 is required as a prerequisite.

Bachelor of Science
Major in Computer Science
Student Worksheet

_____ General Education Courses

I. Communication 9
_____ SEGL 101 and SEGL 102
_____
_____ SSPH 201

II. Mathematics[1] 6
_____ SMTH 126
_____ SMTH 127

III. Information Technology[1] 3
_____ SCSC 150

IV. Natural Science 8
_____ SBIO 101/L, 102/L; or SCHM 111/L, 112/L; or SPHS 211/L, 212/L

V. Arts and Humanities 6
One fine arts course:
_____ SAAS 204; SATH 101, 105, 106; SMUS 110; STHE 161, 170
One course from the following: (no more than 3 credit hours from a specific discipline)
_____ SAAS 204; SAMS 101, 102; SATH 101, 105, 106; SEGL 250, 252, 275, 279, 280, 283, 289, 290, 291, 301, 319, 320, 322, 329, 330, 340, 350, 369, 383, 389, 391, 395, 398, 400, 401, 405, 406, 408, 409, 411, 412, 417, 419, 422-430, 436, 437, 447, 485; SFLM 240, 341, 342, 475, 481; SMUS 110; SPHL 102, 211; SREL 103; STHE 161, 170

VI. Foreign Language and Culture 3
Foreign Language minimum 102 level
_____ SFRN 102; SGRM 102; SSPN 102
Placement in a 201 or higher level language course** (Students placing into 201 or higher level of a language have satisfied this requirement but will have additional hours in electives, if hours are required in the major).

VII. History 3
_____ SHST 111 or SHST 112

VIII. Social and Behavioral Sciences 6
Two courses from the following with two disciplines represented:
_____ SAAS 201; SANT 102; SECO 221, 222; SGEG 101, 103; SGIS 201, 301 320; SPSY 101; SSOC 101; SWST 101

IX. Senior Seminar[1] 3
_____ SCSC 599

_____ Core Major Requirements[1] (27)

_____ SCSC 200: Computer Science I 3
_____ SCSC 210: Computer Organization 3
_____ SCSC 234: Visual BASIC Programming or SCSC 238: C++ Programming 3
_____ SCSC 300: Computer Science II 3
_____ SCSC 310: Introduction to Computer Architecture 3
_____ SCSC 321: Computer Science III 3
_____ SCSC 511: Operating Systems 3
_____ SCSC 530: Programming Language Structures 3
_____ SCSC 540: Software Engineering 3

One of the following three areas of focus[1]: (12)

_____ ***Scientific Computing:***
Three courses from the following:
_____ SCSC 314: Introduction to Robotics
_____ SCSC 370: Fundamentals of Bioinformatics
_____ SCSC 421: Design and Analysis of Algorithms
_____ SCSC 525: Knowledge Discovery & Data Mining
_____ SCSC 580: Introduction to Artificial Intelligence
_____ SCSC 585: Introduction to Computer Vision
SCSC 399: Independent Study or
_____ SCSC 499: Directed Research

Any SCSC course 300-level or above for majors[2]
_____ _____

_____ ***Enterprise Solutions:***
Three courses from the following:
_____ SCSC 412: Computer Networks I
_____ SCSC 440: Object Oriented Systems Analysis and Design
_____ SCSC 450: E-Business Web Application Development
_____ SCSC 455: Computer Security
_____ SCSC 520: Database System Design
_____ SCSC 525: Knowledge Discovery & Data Mining

Any SCSC course 300-level or above for majors[2]
_____ _____

_____ ***General[2]:***
Any four SCSC 300-level or above for majors
_____ _____
_____ _____
_____ _____
_____ _____

[1]*A minimum grade of C is required in each course indicated.*
[2]*Excluding SCSC 315, 325 and 441.*

Continued on next page

_____ **Cognate** [1] 12
_____ SMTH 315: Statistical Methods I 3

Nine additional hours (with advisor approval) 9
_____ _____ 3
_____ _____ 3
_____ _____ 3

_____ **Supporting Courses**[1] 15
_____ SMTH 174: Elements of Discrete Math 3
_____ SMTH 141: Calculus I 4
_____ SMTH 142: Calculus II 4
_____ SBIO 101 or SCHM 111 or SPHS 211 4

_____ **Electives** 4-7
_____ _____
_____ _____
_____ _____

_____ **Total Hours Required** **120**

[1]*A minimum grade of C is required.*
[2]*Excluding SCSC 311, 315, 325, 441.*

Minor in Computer Science[1]
Student Worksheet

Mathematics
_____ Mathematics 121 with a B or higher, or Math 126 3
_____ Mathematics 174 3

Computer Studies
_____ Computer Science 200 3

[1]*A minimum grade of C is required.*

Minor Requirements
_____ Computer Science 300 3
_____ Computer Science 321 3
_____ One of the following five courses: SCSC 232, 234, 235, 237, 238 3
Computer Science courses 300-level or above 9
_____ _____
_____ _____
_____ _____

_____ **Total Hours Required** **27**

Natural Sciences and Engineering

The Division of Natural Sciences and Engineering, in the College of Arts and Sciences, offers the Bachelor of Science degree in biology and chemistry and engineering technology management. Minors are also offered in biology and chemistry. Courses are offered in the areas of engineering, geology, physical science, physics and astronomy. Students interested in the following professional programs typically pursue coursework under this division: chiropractic, dental, engineering, medical, optometry, occupational therapy, pharmacy, physician assisting, physical therapy, speech pathology, and veterinary medicine.

In general, assignments for courses numbered 300 or above are more rigorous and the grading standards more demanding than for courses numbered 299 or lower.

Bachelor of Science
Major in Biology
Student Worksheet

General Education Courses

I. Communication 6

_____ SEGL 101 and SEGL 102
_____
_____ SSPH 201

II. Mathematics[1] 6

_____ SMTH 126
_____ SMTH 127

III. Information Technology 3

_____ SCSC 138, 150; SIMS 101

IV. Natural Science 8

_____ SCHM 111/L
_____ SCHM 112/L

V. Arts and Humanities 6

One fine arts course:
_____ SAAS 204; SATH 101, 105, 106; SMUS 110; STHE 161, 170
One course from the following: (no more than 3 credit hours from a specific discipline)
_____ SAAS 204; SAMS 101, 102; SATH 101, 105, 106; SEGL 250, 252, 275, 279, 280, 283, 289, 290, 291, 301, 319, 320, 322, 329, 330, 340, 350, 369, 383, 389, 391, 395, 398, 400, 401, 405, 406, 408, 409, 411, 412, 417, 419, 422-430, 436, 437, 447, 485; SFLM 240, 341, 342, 475, 481; SMUS 110; SPHL 102, 211; SREL 103; STHE 161, 170

VI. Foreign Language and Culture 3

Foreign Language minimum 102 level
_____ SFRN 102; SGRM 102; SSPN 102 Placement in a 201 or higher level language course** (Students placing into 201 or higher level of a language have satisfied this requirement but will have additional hours in electives, if hours are required in the major).

VII. History 3

_____ SHST 111 or SHST 112

VIII. Social and Behavioral Sciences 6

Two courses from the following with two disciplines represented:
_____ SANT 102; SAAS 201; SECO 221, 222; SGEG 101, 103; SGIS 201, 301 320; SPSY 101; SSOC 101; SWST 101

IX. Senior Seminar

See major requirements.

[1]*The successful completion of Mathematics 141 with a minimum grade of C fulfills Group II requirements. The additional three hours are made up as electives.*

Continued on next page

Major Requirements[2,3,4]

_____	Biology 101, 102	8
_____	Biology 201, 202	8
_____	Biology 350	4
_____	Field Course: Biology 380, 525, or 570	4
	Biology (four courses at the 200/500 level excluding Biology 206, 240, 270, 270L, 399). At least three of the four courses must have an associated lab.	15-16
_____	Senior Seminar (Biology 599)	3

Supporting Courses 14

_____	Chemistry 331 + 331L	4
_____	Chemistry 332 + 332L	4
_____	Statistics (Mathematics 102 or Psychology 225)	3

Cognate[2] 0 or 12
(with approval of advisor)

Physics 201 + 202 recommended	8
Other	4

[2]A minimum grade of C is required.

[3]To receive a biology degree, students must complete at least 15 hours of major course credit at USC Upstate.

[4]A minimum of two 500 level courses (excluding 599) must be completed. A maximum of 4 hours from SBIO 541, 541L, or 542 may be counted as major credit. A total of 11 courses in the major are required.

Biology majors may select a cognate (12 hours) OR a minor (18-24 hours)

Cognate[5] 0 or 12
(with approval of advisor)

Physics 201 + 202 recommended	8
Other	4

OR

Minor[2,5,6] 0 or 18
(with approval of advisor)

Electives 0-11

Total Hours Required **120-122**

[5]A cognate is required for all students not fulfilling requirements for a minor that has been approved by their advisor.

[6]Up to 6 hours (8 hours if lab courses) of General Education (<300 level) may be used to satisfy requirements of a minor.

Minor in Biology
Student Worksheet

Required Courses[1,2,3]

_____	SBIO W101 + SBIO W101L	4
_____	SBIO W102 + SBIO W102L	4
_____	300-level Biology + lab	4
_____	500-level Biology + lab	4
_____	300-level or above Biology + lab	4

Total hours required **20**

[1]Up to 6 hours (8 hours if lab courses) of General Education (<300 level) may be used to satisfy requirements of a minor.

[2]A minimum grade of C is required for all coursework.

[3]A minimum of 12 hours of upper division coursework is required.

Bachelor of Science
Major in Chemistry
Student Worksheet

General Education Courses

I. Communication 9

_____ SEGL 101 and SEGL 102

_____

_____ SSPH 201

II. Mathematics[1] 8

_____ SMTH 141 and SMTH 142

III. Information Technology 3

_____ SCSC 138, 150; SIMS 101

IV. Natural Science 8

_____ SCHM 111/L and SCHM 112/L

V. Arts and Humanities 6

One fine arts course:

_____ SAAS 204; SATH 101, 105, 106; SMUS 110; STHE 161, 170

One course from the following: (no more than 3 credit hours from a specific discipline)

_____ SAAS 204; SAMS 101, 102; SATH 101, 105, 106; SEGL 250, 252, 275, 279, 280, 283, 289, 290, 291, 301, 319, 320, 322, 329, 330, 340, 350, 369, 383, 389, 391, 395, 398, 400, 401, 405, 406, 408, 409, 411, 412, 417, 419, 422-430, 436, 437, 447, 485; SFLM 240, 341, 342, 475, 481; SMUS 110; SPHL 102, 211; SREL 103; STHE 161, 170

VI. Foreign Language and Culture 3

Foreign Language minimum 102 level

_____ SFRN 102; SGRM 102; SSPN 102 Placement in a 201 or higher level language course** (Students placing into 201 or higher level of a language have satisfied this requirement but will have additional hours in electives, if hours are required in the major).

VII. History 3

_____ SHST 111 or SHST 112

VIII. Social and Behavioral Sciences

Two courses from the following with two disciplines represented:

_____ SANT 102; SAAS 201; SECO 221, 222; SGEG 101, 103; SGIS 201, 301 320; SPSY 101; SSOC 101; SWST 101

IX. Senior Seminar

See major requirements.

_____Major Requirements[1,2]

_____ Chemistry 331, 332: Organic Chemistry 6

_____ Chemistry 331L, 332L: Organic Chemistry Laboratory 2

_____ Chemistry 321: Quantitative Analysis 3

_____ Chemistry 321L: Quantitative Analysis Laboratory 1

_____ Chemistry 397: Junior Seminar 1

_____ Chemistry 511: Inorganic Chemistry 3

_____ Chemistry 541, 542: Physical Chemistry 6

_____ Chemistry 541L, 542L: Physical Chemistry Laboratory 2

_____ Seven hours selected from the following: 7

- ❑ Chemistry 522: Instrumental Analysis
- ❑ Chemistry 530: Spectrometric Identification of Organic Compounds
- ❑ Chemistry 581 or 582: Biochemistry
- ❑ Chemistry 583L: Biochemistry Laboratory
- ❑ Chemistry 534: Polymer Chemistry

_____Supporting Courses

_____ Mathematics 241 4

_____ Mathematics 315 3

_____ Physics 201 and 202 8

_____ or Physics 211 and 212

[1] *A minimum grade of C is required.*

[2] *To receive a chemistry degree, students must complete at least 15 hours of major course credit at USC Upstate*

Continued on next page

Chemistry majors may select a cognate (12 hours) OR a minor (18-21 hours)

Cognate[1]

Upper division courses selected with advisor's approval — 12

OR

Minor[1,2] — **18-21**

12 hours must be upper-division coursework

Electives — 7

Total Hours Required — **120**

[1] *Minimum grade of C is required for all coursework.*

[2] *Up to 6 hours of General Education (less than 300 level) may be used to satisfy requirements of a minor.*

Minor in Chemistry
Student Worksheet

Minor Requirements[1,2,3]

- Chemistry 111, 111L — 4
- Chemistry 112, 112L — 4
- Chemistry 331 — 3
- Chemistry 332 — 3

Students must take a minimum of 10 hours from at least three of five fields below:

Organic Chemistry
- ❑ Chemistry 331L: Organic Chemistry I Lab — 1
- ❑ Chemistry 332L: Organic Chemistry II Lab — 1
- ❑ Chemistry 530: Spectroscopy — 3

Biochemistry
- ❑ Chemistry 581: Biochemistry I — 3
- ❑ Chemistry 582: Biochemistry II — 3
- ❑ Chemistry 583L: Biochemistry Lab — 1

Analytical Chemistry
- ❑ Chemistry 321: Quantitative Analysis — 3
- ❑ Chemistry 321L: Quantitative Analysis Lab — 1
- ❑ Chemistry 522 and 522L: Instrumental Analysis — 4

Physical Chemistry
- ❑ Chemistry 541: Physical Chemistry I — 3
- ❑ Chemistry 541L: Physical Chemistry I Lab — 1
- ❑ Chemistry 542: Physical Chemistry II — 3
- ❑ Chemistry 542L: Physical Chemistry II Lab — 1

Inorganic Chemistry
- ❑ Chemistry 511: Inorganic Chemistry — 3

Total Hours Required — **24**

[1] *Up to 6 hours of General Education (less than 300 level) may be used to satisfy requirements of a minor.*

[2] *Minimum grade of C is required for all coursework.*

[3] *A minimum of 12 hours of upper division coursework is required.*

Bachelor of Science
Major in Engineering Technology Management[1]
Student Worksheet

This Bachelor's program requires an associate's degree in Engineering Technology from a technical college before full acceptance into the degree program.

General Education Requirements[2]

I. Communication 9

_____ SEGL 101 and SEGL 102

_____

_____ SSPH 201

II. Mathematics[3] 7

_____ SMTH 127

_____ SMTH 141

III. Information Technology 3

_____ SCSC 138, 150; SIMS 101

IV. Natural Science 8

Two courses from the following (at least one with the associated lab)

_____ SAST 111/L; SBIO 101/L, 102/L,

_____ 110/L, 242/L; SCHM 101/L, 109/L, 111/L,112/L; SGEL 101/L, 102/L, 103/L, 123/L; SPHS 101/L, 201/L, 202/L, 211/L, 212/L

V. Arts and Humanities 8

One fine arts course:

_____ SAAS 204; SATH 101, 105, 106; SMUS 110; STHE 161, 170

One course from the following: (no more than 3 credit hours from a specific discipline)

_____ SAAS 204; SAMS 101, 102; SATH 101, 105, 106; SEGL 250, 252, 275, 279, 280, 283, 289, 290, 291, 301, 319, 320, 322, 329, 330, 340, 350, 369, 383, 389, 391, 395, 398, 400, 401, 405, 406, 408, 409, 411, 412, 417, 419, 422-430, 436, 437, 447, 485; SFLM 240, 341, 342, 475, 481; SMUS 110; SPHL 102, 211; SREL 103; STHE 161, 170

VI. Foreign Language and Culture 3

Foreign Language minimum 102 level

_____ SFRN 102; SGRM 102; SSPN 102 Placement in a 201 or higher level language course** (Students placing into 201 or higher level of a language have satisfied this requirement but will have additional hours in electives, if hours are required in the major).

VII. History 3

_____ SHST 111 or SHST 112

VIII. Social and Behavioral Sciences 6

Two courses from the following with two disciplines represented:

_____ SANT 102; SAAS 201; SECO 221, 222; SGEG 101, 103; SGIS 201, 301 320; SPSY 101; SSOC 101; SWST 101

IX. Senior Seminar

See major requirements

_____ Major Requirements[1,2,4,5]

_____ Technical courses in discipline[6] 31
(transfer in block with Associate's Degree)

_____ Eng. Tech Mgt. 320: Engineering Cost Analysis 4

_____ Eng. Tech Mgt. 330: Engineering Work Analysis 4

_____ Eng. Tech Mgt. 370: Systems Decision Making 4

_____ Eng. Tech Mgt. 410: Engineering Teams Theory and Practice 4

_____ Eng. Tech Mgt. 415: Quality Practices 4

_____ Eng. Tech Mgt. 420: Engineering Project Mgt. 4

_____ Eng. Tech Mgt. 499: Senior Seminar 3

_____ Supporting Courses

_____ Economics 291: Probability and Statistics 3

_____ Economics 292: Statistical Inference 3

_____ Cognate 12

Two courses from the following:

_____ SBAD 347, 350, 352, 371, 372, 374, 377; SECO 321, 326; SEGL 371; SGIS 370, 380; SIMS 345, 346, 347; SPHL 310 or 311 (not both); SPSY 311; SSOC 347; SSPH 315, 380

Two courses from the following:

_____ SBAD 420, 456, 457, 458, 471, 475, 476; SGIS 571, 572; SSPH 448

_____ Electives 3

_____ Total Hours Required 124

[1] Program Entry Requirements: Students must possess an associate degree in an Engineering Technology area approved under the 2+2 articulation plan with participating technical colleges. Students may be admitted to the program, but may take no more than 12 hours of SETM courses without the appropriate associate degree.

[2] A maximum of 76 hours, including 31 hours of technical courses, may be transferred from a technical college curriculum. All courses transferred for degree credit must be a minimum grade of "C."

[3] The successful completion of Mathematics 141 with a minimum grade of C fulfills Group II requirements. The additional hours are electives

[4] A minimum grade of C is required.

[5] To receive an Engineering Technology Management degree, students must complete at least 15 hours of major course credit at USC Upstate.

[6] Technical content transfers in from the associate degree in an Engineering Technology area.

Bachelor of Science in Engineering Technology Management
Suggested Course Sequence

Freshman and sophomore level courses are taken as part of a required technical college associate's degree in an approved engineering technology area. A grade of "C" or better is required for all courses transferred for degree credit.

Freshman and Sophomore Years (60 hours)

The following courses are typically completed during the Freshman and Sophomore years in Engineering Technology programs. Consult your technical college course schedule for specific engineering technology program requirements and optimum course sequencing.

English 101.....3
Speech 201 or English 102.....3
Precalculus I or Elective.....3
Precalculus II.....3
Information Technology.....3
Natural Science.....4
Natural Science.....4
Fine Arts (art, music, theater).....3
Social and Behavioral Science.....3
Technical content.....Minimum of 31

Junior Year (34 hours)

An associate degree in Engineering Technology must be completed within 12 semester hours of admission to the B.S. degree program.

Fall (17 hours)

English 102 or Speech 201.....3
Calculus 1 (SMTH 141).....4
Probability and Statistics (SECO 291).....3
Junior-Level Cognate.....3
Engineering Cost Analysis (SETM 320).....4

Spring (17 hours)

Foreign Language 102.....3
Statistical Inference (SECO 292).....3
Junior-Level Cognate.....3
Engineering Work Analysis (SETM 330).....4
Systems Decision Making (SETM 370).....4

Senior Year (30 hours)

Fall (17 hours)

Arts and Humanities.....3
Social and Behavioral Science.....3
Senior-Level Cognate.....3
Engineering Teams Theory and Practice (SETM 410).....4
Quality Practices (SETM 415).....4

Spring (13 hours)

History 111 or 112.....3
Senior-Level Cognate.....3
Engineering Project Management (SETM 420).....4
Senior Seminar (SETM 499).....3

Psychology

The Department of Psychology, in the College of Arts and Sciences, offers the Bachelor of Science and the Bachelor of Arts degrees in psychology. A minor is also offered in psychology. In general, assignments for courses numbered 300 or above are more rigorous and the grading standards more demanding than for courses numbered 299 or lower.

Bachelor of Science and Bachelor of Arts[1]
Major in Psychology
Student Worksheet

General Education Courses

I. Communication

_____ SEGL 101[2] and SEGL 102[2] 6

_____

_____ SSPH 201 3

II. Mathematics

One math course: 3-4

_____ SMTH 121, 122, 126, 127, 141, 142, 231

One course from math, logic or statistics: 3-4

_____ SMTH 122, 127, 141, 142, 202, 231; SLGC 205, 207

III. Information Technology

_____ SCSC 138, 150; SIMS 101 3

IV. Natural Science

Two courses from the following (at least one with the associated lab) 7-8

_____ SAST 111/L; SBIO 101/L, 102/L,

_____ 110/L, 206, 240, 242/L, 270; SCHM 101/L, 105, 106, 107, 109/L, 111/L, 112/L; SGEG 201; SGEL 101/L, 102/L, 103/L, 120, 121, 123/L, 131; SPHS 101/L, 201/L, 202/L, 211/L, 212/L

V. Arts and Humanities*

**no more than 3 credit hours from a specific discipline will be accepted for the General Education Requirement under Arts & Humanities*

One fine arts course: 3

_____ SAAS 204; SATH 101, 105, 106; SMUS 110; STHE 161, 170

One course from the following 3

_____ SAAS 204; SAMS 101, 102; SATH 101, 105, 106; SEGL 250, 252, 275, 279, 280, 283, 289, 290, 291, 301, 319, 320, 322, 329, 330, 340, 350, 369, 383, 389, 391, 395, 398, 400, 401, 405, 406, 408, 409, 411, 412, 417, 419, 422-430, 436, 437, 447, 485; SFLM 240, 341, 342, 475, 481; SMUS 110; SPHL 102, 211; SREL 103; STHE 161, 170

VI. Foreign Language and Culture

Foreign Language minimum 102 level 3

_____ SFRN 102; SGRM 102; SSPN 102 or placement in a 201 or higher level language course**

(**placement in a higher level language course satisfies this requirement but does not provide 3 hours of credit toward graduation)

VII. History **3**

_____ SHST 111 or SHST 112

VIII. Social and Behavioral Sciences

Two courses from the following with two disciplines represented: 6

_____ SAAS 201; SANT 102; SECO 221, 222; SGEG 101, 103; SGIS 201, 301 320; SSOC 101; SWST 101

IX. Senior Seminar

_____ SPSY 502 (see Major Requirements)

_____Major Requirements[3,4]

_____ Psychology 101 3

_____ Psychology 225 3

_____ Psychology 325 4

_____ At least FIVE CORE courses from the following: 15

_____ One from the Experimental Core

- ❑ Psychology 303: Psychology of Learning and Memory
- ❑ Psychology 304: Cognitive Psychology
- ❑ Psychology 305: Sensation and Perception
- ❑ Psychology 308: Physiological Psychology

Continued on next page

[1] *Normally students will receive a Bachelor of Science degree. Students who wish to pursue a Bachelor of Arts degree must complete foreign language 201 and 202.*

[2] *A minimum grade of C is required.*

[3] *A minimum grade of C is required in all major courses.*

[4] *18 credit hours of psychology (12 credit hours from core courses, three credit hours from courses at the 400 -level and three credit hours from senior seminar) applied toward graduation must be awarded by USC Upstate. In order to enroll in senior seminar, a student must have completed all of the prerequisite courses with a minimum grade of C.*

_____ One from the Social Core
- ❑ Psychology 302: Developmental Psychology
- ❑ Psychology 307: Social Psychology
- ❑ Psychology 309: Personality Psychology
- ❑ Psychology 310: Abnormal Psychology
- ❑ Psychology 311: Industrial and Organizational Psychology

Three additional core courses 9

_____ _____
_____ _____
_____ _____

One 400-level psychology course (except SPSY 499) 3

_____ _____

Elective psychology courses 9
selected from core and/or other psychology courses

_____ _____
_____ _____
_____ _____

_____ Senior Seminar:[1] 3
SPSY 502

Psychology majors may select either a cognate (12 hours) OR a minor (18-21 hours)

_____ **Cognate Option[2]** **12**
(Courses selected in conjunction with psychology advisor. See Cognate section of catalog for description)

_____ _____
_____ _____

_____ _____
_____ _____

_____ **Minor Option[2]** **18-21**
See Minor section of catalog for description and requirements

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

_____ **Electives** **13-25**
(for a B.A. degree 6 hours of elective credit must be Foreign Language 201-202)

_____ _____
_____ _____
_____ _____
_____ _____

_____ **Total Hours Required[3]** **120**

[1] In order to enroll in senior seminar, a student must have completed all the prerequisite courses with a minimum grade of C.

[2] A minimum grade of C is required.

[3] 18 credit hours of psychology (12 credit hours from core courses, three credit hours from courses at the 400 -level and three credit hours from senior seminar) applied toward graduation must be awarded by USC Upstate. In order to enroll in senior seminar, a student must have completed all of the prerequisite courses with a minimum grade of C.

Minor in Psychology[1,2]

Student Worksheet

Required Courses

_____ Psychology 101 3

_____ Two Courses from the Experimental Core 6
_____ (courses numbered 303, 304, 305, 308)

_____ Two Courses from the Social Core 6
_____ (courses numbered 302, 307, 309, 310, 311)

_____ One Advanced Course numbered at the 400-level (except Psychology 499) 3

_____ One Elective Course at the 300-level or above 3

Total hours required **21**

[1] A minimum grade of C is required for all courses.

[2] Nine credit hours of psychology (three credit hours from experimental core, three credit hours from social core, and three credit hours from advanced courses) applied toward graduation must be awarded by USC Upstate.

History, Political Science, Philosophy and American Studies

The Department of History, Political Science, Philosophy and American Studies in the College of Arts and Sciences offers the Bachelor of Arts degree in history and political science. Minors are offered in history, political science, philosophy and American studies. Courses are also offered in the areas of anthropology, logic, military science and religion. In general, assignments for courses numbered 300 or above are more rigorous and the grading standards more demanding than for courses numbered 299 or lower.

Bachelor of Arts
Major in History
Student Worksheet

General Education Courses

I. Communication

_____ SEGL 101 and SEGL 102 6

_____

_____ SSPH 201 3

II. Mathematics

One math course: 3

_____ SMTH 120, 121, 122, 126, 127 141, 142, 231

One course from math, logic or statistics: 3

_____ SECO 291; SLGC 205, 207; SMTH 102, 120, 121, 122, 126, 127, 141, 202, 231; SPSY 225; SSOC 201

III. Information Technology

_____ SCSC 138, 150; SIMS 101 3

IV. Natural Science 7-8

Two courses from the following (at least one with the associated lab)

_____ SAST 111/L; SBIO 101/L, 102/L,

_____ 110/L, 206, 240, 242/L, 270; SCHM 101/L, 105, 106, 107, 109/L, 111/L, 112/L; SGEG 201; SGEL 101/L, 102/L, 103/L, 120, 121, 123/L, 131; SPHS 101/L, 201/L, 202/L, 211/L, 212/L

V. Arts and Humanities

One fine arts course: 3

_____ SAAS 204; SATH 101, 105, 106; SMUS 110; STHE 161, 170

One course from the following: (no more than 3 credit hours from a specific discipline) 3

_____ SAMS 101, 102; SEGL 250, 252, 275, 279, 280, 283, 289, 290, 291; SFLM 240; SPHL 102, 211; SREL 103

VI. Foreign Language and Culture

Foreign Language minimum 102 level 3

_____ SFRN 102; SGRM 102; SSPN 102 or placement in a 201 or higher level language course.

VII. History

_____ SHST 111[1] 3

VIII. Social and Behavioral Sciences

Two courses from the following with two disciplines represented: 6

_____ SAAS 201; SANT 102; SECO 221, 222; SGEG 101, 103; SGIS 201, 301 320; SPSY 101; SSOC 101; SWST 101

IX. Senior Seminar 3

_____ SHST 500

_____ Major Requirements[3]

_____ SHST 300 3

History courses numbered 301 or higher 21

At least one course must be taken in each of the following areas:

- ❑ United States history (courses numbered 301-323, 351-352, 492, 495, 496)
- ❑ European history (courses numbered 330-355, 493, 496)
- ❑ Non-Western history (courses numbered 313, 360-391, 494, 496

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

_____ Senior Seminar (History 500) 3

Continued on next page

[1]Students are encouraged to select courses fulfilling Group III from those outside their major area of study.
[2]A minimum grade of C is required in all major courses.
[3]A minimum grade of C is required in all major courses. Fifteen credit hours of history, including senior seminar, applied toward graduation must be awarded by USC Upstate. In order to enroll in senior seminar, a student must have completed all the prerequisites with a minimum grade of C.

History majors may select a cognate (12 hours) OR a minor (18-21 hours)

_____ **Cognate**[2] 12

_____ _____
_____ _____
_____ _____
_____ _____

OR

_____ **Minor**[2] 18-21

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

[1]Students are encouraged to select courses fulfilling Group III from those outside their major area of study.

[2]A minimum grade of C is required in all minor courses.

_____ **Supporting Courses**

_____	Economics 221	3
_____	Government and International Studies 320	3
_____	History 110[1]	3
_____	History 112[1]	3
_____	One course selected from the following: American literature; American Studies; art; English literature, linguistics, or literary theory; history; literature in a foreign language; music; philosophy; religion; speech, theatre; world literature	3

_____ **Electives** 13-23

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

_____ **Total Hours Required** **120**

Minor in History[1]
Student Worksheet

Minor Requirements

_____ History 110 or 111[2]
_____ History 112[2]

Five history courses at 300-level or above. 15

At least one course must be taken in each of the following areas[3]:

- ❑ United States history (courses numbered 301-323, 351-352, 492, 495)
- ❑ European history (courses number 330-355, 493)
- ❑ Non-Western history (courses number 313, 360-391, 494)

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

_____ **Total Hours Required** **21**

[1]A minimum grade of C is required in all courses.

[2]Courses may also be used as general education credit.

[3]With approval, students may apply relevant 400-level special topics courses, one-time-only courses, internships, and independent studies to the minor.

Bachelor of Arts
Major in Political Science
Student Worksheet

General Education Courses

I. Communication

_____ SEGL 101 and SEGL 102 6
_____
_____ SSPH 201 3

II. Mathematics

One math course: 3
_____ SMTH 120, 121, 122, 126, 127 141, 142, 231
One course from math, logic or statistics: 3
_____ SECO 291; SLGC 205, 207; SMTH 102, 121, 122, 126, 127, 141, 142, 231; SPSY 225; SSOC 201

III. Information Technology

_____ SCSC 138, 150; SIMS 101 3

IV. Natural Science

Two courses from the following (at least one with the associated lab) 7-8
_____ SAST 111/L; SBIO 101/L, 102/L, 110/L, 206, 240, 242/L, 270; SCHM 101/L, 105, 106, 107, 109/L, 111/L, 112/L; SGEG 201; SGEL 101/L, 102/L, 103/L, 120, 121, 123/L, 131; SPHS 101/L, 201/L, 202/L, 211/L, 212/L

V. Arts and Humanities

One fine arts course: 3
_____ SATH 101, 105, 106

One course from the following: (no more than 3 credit hours from a specific discipline) 3
_____ SEGL 252; SPHL 102, 211; SREL 103

VI. Foreign Language and Culture

Foreign Language minimum 102 level 3
_____ SFRN 102; SGRM 102; SSPN 102 or placement in a 201 or higher level language course

VII. History

_____ SHST 111 or SHST 112 3

VIII. Social and Behavioral Sciences

Two courses from the following with two disciplines represented: 6
_____ SECO 221 or SECO 222
_____ SGIS 201

IX. Senior Seminar 3

_____ SGIS 500

_____ Major Requirements[1]

_____ Government and International Studies 210 3
_____ Government and International Studies 300 3
_____ Government and International Studies 301, 349, 385 or 403 3
_____ Government and International Studies 310 or 320 3

_____ One course from three of the following four sub-fields 9
- ❑ American Politics (SGIS 238, 312, 324, 350, 360, 361, 363, 364, 365, 450, 451, 452, 462 or 463)
- ❑ International and Comparative Politics (SGIS 310, 320, 326, 327, 330, 340, 400, 420 or 460)
- ❑ Public Administration (SGIS 370, 374, 380, 445, 571 or 572)
- ❑ Political Theory (SGIS 385, 386, 403, 481)

Other Government and International Studies courses 12
_____ _____
_____ _____
_____ _____
_____ _____
_____ Senior seminar 3

Political Science majors may select either a cognate (12 hours) OR minor (18-21 hours).

_____ Cognate Option[1] 12

_____ _____
_____ _____
_____ _____
_____ _____

[1] *A minimum grade of C is required.*

Continued on next page

_____ **Minor Option[1] (Discipline)** 18-21

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

_____ **Supporting Courses**

_____ An additional 100-level history course or American Studies course 3

_____ _____ Three courses selected from the following: history, philosophy, American studies, religion, economics, sociology, anthropology, psychology 6

_____ **Electives** 7-17

_____ _____
_____ _____
_____ _____
_____ _____

_____ **Total Hours Required** **120**

[1]*A minimum grade of C is required.*

Minor in Political Science[1]
Student Worksheet

Introductory Course

_____ SGIS 201 American National Government 3

Required Course

_____ SGIS 301 Introduction to Political Science 3

Course Options 12

12 credit hours from the following list, with no more than two courses from any subfield.

_____ American Government
- ❑ SGIS 350: Women and American Politics
- ❑ SGIS 363: Southern Politics
- ❑ SGIS 364: State and Local Government
- ❑ SGIS 380: Environmental Policy
- ❑ SGIS 450: Constitutional Law
- ❑ SGIS 451: Civil Rights and Civil Liberties
- ❑ SGIS 463: The American Presidency

_____ International and Comparative Politics
- ❑ SGIS 310: International Politics
- ❑ SGIS 320: Comparative Politics
- ❑ SGIS 326: Middle East Politics
- ❑ SGIS 327: East Asian Politics
- ❑ SGIS 330: International Organizations
- ❑ SGIS 420: Women and Politics: A Global Perspective
- ❑ SGIS 460: International Law

_____ Political Process
- ❑ SGIS 340: U.S. Foreign Policy
- ❑ SGIS 361: Political Behavior
- ❑ SGIS 452: Judicial Process
- ❑ SGIS 462: Legislative Process

_____ Political Theory
- ❑ SGIS 300: Intro to Political Theory
- ❑ SGIS 385: American Political Thought
- ❑ SGIS 403: History of Western Political Thought

_____ Public Administration
- ❑ SGIS 370: Intro to Public Administration
- ❑ SGIS 374: Intro to Public Policy

_____ **Total Hours Required** **18**

[1]*A minimum grade of C is required*

Minor in American Studies[1,2]
Student Worksheet

Note: a minimum grade of "C" is required in all courses. A minimum of 12 hours of upper-level coursework is required.

Minor Requirements

_____	SAMS 101 or 102[1]	3-6
_____	Any SAMS Course numbered 300-level or above[2]	3-9
	Additional Coursework	**3-12**

No more than 6 hours from a single group. Only one course from the student's major, and the course cannot be counted for both major and minor credit.

Group A: History
SHST 301, 302, 303, 304, 305, 306, 307, 310, 311, 312, 313, 320, 321, 322, 323, 380, 381

Group B: Literature
SEGL 307, 342, 383, 391, 425, 426, 427, 428, 429, 430, 447, 455, 480, 481, 482, 483

Group C: Fine Arts, Journalism and Languages
SATH 205, 206, 304; SJOU 302, 303, 360, 424, 425; SMUS 310; SSPN 204, 332, 333; STHE 301

Group D: Social and Other Sciences
SANT 102; SGEG 340, 424; SGEL 120, 121, 241; SCRJ 310, 320, 321, 342; SECO 301; SGIS 300, 340, 350, 361, 363, 364, 374, 385, 386, 450, 463; SNPA 301; SSOC 301, 310, 311, 320, 321, 323, 325, 327, 328, 329, 330, 333, 335, 337, 341, 343, 345, 347, 351, 353, 355, 357, 372; SWST 301, 355

_____ **Total Hours Required** **18**

[1] *Students may take both SAMS 101 and 102 if all other coursework is at the 300-level or above.*
[2] *SAMS 398, Topics, may be used more than once if the topics differ.*

Minor in Philosophy[1]
Student Worksheet

Required Courses

_____	Logic (Either SLGC 205 or 207)	3
_____	History of Philosophy (Either SPHL 201 or SPHL 202)	3
_____	Ethics (Either SPHL 211 or SPHL 311)	3

Additional Philosopy Courses 9
(numbered 201 or above)

_____ _____
_____ _____
_____ _____

_____ **Total Hours Required** **18**

[1] *A minimum grade of C is required*

Sociology, Criminal Justice and Women's Studies

The Department of Sociology, Criminal Justice and Women's Studies in the College of Arts and Sciences offers the Bachelor of Arts degree in sociology and the Bachelor of Science degree in criminal justice. Minors are offered in sociology, criminal justice, geography and women's studies. In general, assignments for courses numbered 300 or above are more rigorous and the grading standards more demanding than for courses numbered 299 or lower.

Bachelor of Arts
Major in Sociology
Student Worksheet

General Education Courses

I. Communication 9

_____ SEGL 101 and SEGL 102
_____
_____ SSPH 201

II. Mathematics 6

One math course:
_____ SMTH 120 or SMTH 121

One course from math, logic or statistics:
_____ SSOC 201 or SMTH 102

III. Information Technology 3

_____ SCSC 138 or SIMS 101

IV. Natural Science 7-8

Two courses from the following (at least one with the associated lab)
_____ SAST 111/L; SBIO 110/L, 206, 240,
_____ 270; SCHM 101/L, 105, 106, 107, 109/L; SGEG 201; SPHS 101/L

V. Arts and Humanities 6

One fine arts course:
_____ SAAS 204; SATH 101, 105, 106; SMUS 110; STHE 161, 170

One course from the following: (no more than 3 credit hours from a specific discipline)
_____ SAAS 204; SAMS 101, 102; SEGL 250, 275, 279, 280, 283, 289, 290, 291, 301, 319, 320, 322, 329, 330, 340, 350, 383, 389, 391, 395, 398, 400, 401, 405, 406, 408, 409, 411, 412, 417, 419, 422-430, 436, 437, 447, 485; SEGL 252; SFLM 240, 342, 475, 481; SPHL 102, 211; SREL 103; STHE 161, 170; SATH 101, 105, 106, SMUS 110

VI. Foreign Language and Culture 3

Foreign Language minimum 102 level
_____ SFRN 102; SGRM 102; SSPN 102 Placement in a 201 or higher level language course** (Students placing into 201 or higher level of a language have satisfied this requirement but will have additional hours in electives, if hours are required in the major).

VII. History 3

_____ SHST 111 or SHST 112

VIII. Social and Behavioral Sciences 6

Two courses from the following with two disciplines represented:
_____ SANT 102; SAAS 201; SECO 221, 222; SGEG 101, 103; SGIS 201, 301 320; SPSY 101; SSOC 101; SWST 101

IX. Senior Seminar 1-15

Major Requirements[1]

_____ Four core sociology courses 12
- ❑ Sociology 101
- ❑ Sociology 301
- ❑ Sociology 302
- ❑ Sociology 499

_____ Seven additional upper-level sociology courses 21

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

Continued on next page

[1] *A minimum grade of C is required.*

Sociology majors may select either a cognate (12 hours) OR minor (18-21 hours).

_____ Cognate Option 12

_____ _____
_____ _____
_____ _____
_____ _____

_____ Minor Option[2,3] 18-21

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

_____ Supporting Courses

_____ Government 201 3
_____ SLGC 205 or SLCG 207 3
_____ One course from the following: 3
SANT 102; SEGL 275, 279, 283, 291, 301, 307, 322, 325, 341, 346, 352, 368, 371; SGEG 121, 122, 340; SGIS 310, 320, 364; SHST 310, 320, 333, 338, 351, 355, 360, 361, 370, 371, 372, 380, 381, 390, 391; SREL 103; art history; SWST 101; SAAS 201

_____ Electives 4-20

_____ _____
_____ _____
_____ _____
_____ _____

_____ Total Hours Required **120**

[1] *A minimum grade of C is required.*
Note: 15 credit hours of sociology (beyond SSOC 101) including senior seminar, applied toward graduation, must be awarded by USC Upstate.
[2] *18 hours minimum.*
[3] *12 hours of upper division coursework.*

Minor in Sociology
Student Worksheet

_____ Minor Requirements[1]

_____ SSOC 101: Introductory Sociology 3
_____ SSOC 301: Sociological Theory 3
_____ SSOC 302: Sociological Research Methods 3

Three upper-level sociology courses (303 or above) 9

_____ _____
_____ _____
_____ _____

_____ Total Hours Required **18**

[1] *A minimum grade of C is required in all coursework.*

Bachelor of Science
Major in Criminal Justice
Student Worksheet

General Education Courses

I. Communication 9

_____ SEGL 101 and SEGL 102
_____
_____ SSPH 201

II. Mathematics 6

One math course:
_____ SMTH 120 or SMTH 121

One course from math, logic or statistics:
_____ SLGC 205 or SLGC 207

III. Information Technology 3

_____ SCSC 138 or SIMS 101

IV. Natural Science 7-8

Two courses from the following (at least one with the associated lab)
_____
_____ SAST 111/L; SBIO 110/L, 206, 240, 270; SCHM 101/L, 105, 106, 107, 109/L; SGEG 201; SGEL 101/L, 102/L, 103/L, 120, 121, 123/L, 131; SPHS 101/L

V. Arts and Humanities 6

One fine arts course:
_____ SAAS 204; SATH 101, 105, 106; SMUS 110; STHE 161, 170
One course from the following: (no more than 3 credit hours from a specific discipline)
_____ SAAS 204; SAMS 101, 102; SATH 101, 105, 106; SEGL 250, 275, 279, 280, 283, 289, 290, 291, 301, 319, 320, 322, 329, 330, 340, 350, 383, 389, 391, 395, 398, 400, 401, 405, 406, 408, 409, 411, 412, 417, 419, 422-430, 436, 437, 447, 485; SEGL 252; SFLM 240, 342, 475, 481; SMUS 110; SPHL 102, SREL 103; STHE 161, 170

VI. Foreign Language and Culture 3

Foreign Language minimum 102 level
_____ SFRN 102; SGRM 102; SSPN 102 Placement in a 201 or higher level language course** (Students placing into 201 or higher level of a language have satisfied this requirement but will have additional hours in electives, if hours are required in the major).

VII. History 3

_____ SHST 111 or SHST 112

VIII. Social and Behavioral Sciences 6

_____ SPSY 101
_____ SSOC 101

IX. Senior Seminar 3

_____ SCRJ 501: Criminal Justice Senior Seminar

_____ Major Requirements[1]

_____	SCRJ 101: Introduction to Criminal Justice	3
_____	SCRJ 210: Policing in America	3
_____	SCRJ 220: The Criminal Courts	3
_____	SCRJ 230: Introduction to Corrections	3
_____	SCRJ 361: Criminal Justice Research Methods	3
_____	SCRJ 371: Theories of Crime	3
_____	SCRJ 501: Criminal Justice Senior Seminar	3
	Additional upper-level criminal justice courses	15

A maximum of 6 hours may be earned from SCRJ 391: Field Study or SCRJ 490: Internship

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

[1] *A minimum grade of C is required in all major courses.*

Note: Fifteen credit hours of criminal justice (beyond SCRJ 101), including senor seminar, applied toward graduation must be awarded by USC Upstate..

Continued on next page

Criminal justice majors may select a cognate (12 hours) OR a minor (18-21 hours)

Cognate [1] 12

_____ _____
_____ _____
_____ _____
_____ _____

Minor [1] **(Discipline)** 18-21

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

[1] *A minimum grade of C is required.*

Supporting Courses

_____ SGIS 201: American National Government 3
_____ Statistics[1]: SMTH 102 or SPSY 225 or SSOC 201 3
_____ Ethics: SPHL 211, 311, or 321 3
_____ One course of the following: SANT 102; SEGL 275; SGEG 121, 212, 340; SGIS 310, 320; SHST 335, 338, 340, 341, 360, 361, 370, 371, 380, 381; SREL 103

Electives 4-17

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

_____ **Total Hours Required** **120**

Minor in Criminal Justice
Student Worksheet

Minor Requirements[1]

_____ SCRJ 101: Introduction to Criminal Justice 3
_____ SCRJ 371: Theories of Crime 3

Select two of the following three courses: 6
_____ SCRJ 210: Policing in America
_____ SCRJ 220: The Criminal Courts
_____ SCRJ 230: Introduction to Corrections

Additional upper-level Criminal Justice courses **9**

A maximum of 3 hours may be earned from any combination of the following: SCRJ 391: Field Study or SCRJ 490: Internship

_____ _____
_____ _____
_____ _____

_____ **Total Hours Required** **21**

[1] *A minimum grade of C is required.*

Minor in Women's Studies[1]
Student Worksheet

Introductory Course[2]

_____ SWST 101: Introduction to Women's Studies 3

Theory Course 3

_____ SWST 301: Feminist Theory and Methods

Additional Courses 12

12 credit hours from the following list, with no more than two courses from any individual discipline (except SWST), and no more than one course from within the student's major program (cannot be counted toward both the major and minor).[3]

- ❑ SATH 301: Women and Art
- ❑ SCRJ 376: Women and Crime
- ❑ SEGL 437: Women Writers
- ❑ SGIS 350: Women and American Politics
- ❑ SGIS 420: Women and Politics: A Global Perspective
- ❑ SHST 351: Women in Early Modern Europe and America
- ❑ SHST 352: Women in Modern Europe and America
- ❑ SHST 495: Topics in Women's History
- ❑ SPSY 442: Psychology of Women
- ❑ SSOC 435: Sociology of Women
- ❑ SWST 355: U.S. Women's Movement
- ❑ SWST 398: Special Topics in Women's Studies
- ❑ SWST 490 Senior Seminar in Women's Studies

_____ **Total Hours Required** **18**

[1] *Minimum grade of "C" for all courses required.*

[2] *Courses may also be used to satisfy general education requirements. If used for general education, students will have satisfied the requirement for the minor and will be excused from the credit hour requirements for the preparatory course.*

[3] *With the written approval of a Women's Studies faculty member, students may apply relevant special topics courses, one-time only courses, internships and independent studies to the minor.*

Minor in Geography[1]
Student Worksheet

Required Courses 11

_____ Geography 103 3
_____ Geography 121 4
_____ Geography 201 or 202[1] 4

Course Options 9
(9 hours selected from the following)

_____ Geography 201 or 202 4
_____ Geography 212 3
_____ Geography 340 3
_____ Geography 424 3

_____ **Total Hours Required** **20-21**

[1] *A minimum grade of C is required*

School of Business Administration and Economics

Accreditation

Business programs are accredited by The Association to Advance Collegiate Schools of Business (AACSB International).

Vision

The vision of the School of Business Administration and Economics is to become the school-of-first-choice for an excellent baccalaureate business administration education for students of the Upstate of South Carolina.

Mission

USC Upstate School of Business Administration and Economics provides and delivers excellent undergraduate business education to a diverse student population. In support of this mission,

- Our educational programs prepare graduates to enter and succeed in a variety of business careers in an expanding global environment through a focus on current and ethical business practices.
- Our faculty is engaged in intellectual pursuits that focus primarily on applied scholarship and teaching excellence.
- Our community and service activities are developed in partnership with business and professional constituencies to enhance the quality of life and economic well being in the upstate metropolitan region.
- As a school, we hold our faculty, staff and students accountable for practicing a high degree of personal and professional excellence, integrity and civility.

Program Goals

The goals of the SBAE for the accomplishment of the mission are to:

- Provide an excellent education to a diverse student body
- Implement the curriculum with a high quality faculty

Degree Programs

The School of Business Administration and Economics offers programs leading to the degree of Bachelor of Science in Business Administration. A minor in economics is also offered. In addition to the Spartanburg campus, courses are also offered at the University Center of Greenville. Students are invited to visit the School of Business Administration and Economics on the USC Upstate campus to explore career opportunities.

All School of Business students are required to take the specified general education courses. All students then take a common business and economics core sequence, spanning the full range of business functions. Finally students select a concentration.

Students should begin with the recommended curriculum as early as possible. This sequence includes a combination of business, economics and general education courses suggested for each semester in which the student is enrolled. It is imperative that students begin their mathematics/statistics sequence in the first semester of their freshman year and continue this sequence each semester to make adequate progress in any of the business concentrations. Students in business administration and economics are advised by the faculty from the School of Business Administration and Economics.

Junior standing (60 semester hours earned) is a prerequisite for all 300-level or above business administration and economics courses. Additional prerequisites are included in individual course descriptions.

Students not pursuing a School of Business degree may earn a maximum of 29 semester hours in School of Business courses, excluding SECO 221, 222, 291, and 292, providing they meet the course prerequisites and have attained junior standing (60 semester hours earned) before enrolling in 300-level and above courses.

Students pursuing a Bachelor of Science degree in Business Administration may also pursue any university approved minor except the economics minor. See catalog section concerning minors. Usually, completing the degree with a minor will require more than the minimum 120 credit hours to graduate.

Graduation Requirements

In addition to meeting the curriculum requirements for a degree in business administration, graduation requires a minimum cumulative GPA of 2.0 and a minimum grade of C (S in SBAD 499) on all upper division School of Business courses. (A grade of D or higher is acceptable for meeting a course prerequisite requirement unless otherwise specified in the catalog course description.) The highest grade earned on any course in business administration and economics is applied toward the degree. At least 50 percent of the business and economics credit hours applied toward graduation must be awarded by USC Upstate.

Bachelor of Science in Business Administration

Student Worksheet

The School of Business Administration and Economics is accredited by AACSB International. The Bachelor of Science in Business Administration and Economics offers concentrations in Accounting, Economics/Finance, General Business Administration, Management, and Marketing.

General Education Courses

I. Communication

_____ SEGL 101 and SEGL 102 6

_____

_____ SSPH 201 3

II. Mathematics

_____ SMTH 122 or SMTH 141 3-4

**Students not placing into SMTH 122 or 141 must complete the prerequisites before tak ing the required math class. The college level prerequisite(s) will count as free elective(s).*

_____ SECO 291 3

III. Information Technology

_____ SCSC 138 3

IV. Natural Science

Two courses from the following (at least one with the associated lab) 7-8

_____ SAST 111/L; SBIO 110/L, 206, 240, 270; SCHM 101/L, 105, 106, 107/L, 109/L; SGEG 201/L; SGEL 101/L, 102/L, 103/L, 120, 121, 123/L, 131; SPHS 101/L, 201/L, 202/L

V. Arts and Humanities

One fine arts course: 3

_____ SAAS 204; SATH 101, 105, 106; SMUS 110; STHE 161, 170

One course from the following representing a different discipline from the above fine arts course. 3

_____ SAAS 204; SAMS 101, 102; SATH 101, 105, 106; SEGL 250, 252, 275, 279, 280, 283, 289, 290, 291; SFLM 240; SMUS 110; SPHL 102, 211; SREL 103; STHE 161, 170

VI. Foreign Language and Culture

Foreign Language minimum 102 level 3

_____ SFRN 102; SGRM 102; SSPN 102

Students not placing in the 102 level of a foreign language must complete the prerequisite (101). This prerequisite will count as a free elective. Students who place into the 201 or higher level of a foreign language are exempt from the foreign language/culture general education requirement but will have additional hours in electives.

VII. History 3

_____ SHST 111 or SHST 112

VIII. Social and Behavioral Sciences 6

_____ SECO 221

One course selected from the following

_____ SAAS 201; SANT 102; SGEG 101, 103; SGIS 201, SPSY 101; SSOC 101; SWST 101

IX. Senior Seminar

See major requirements.

_____ Major Course Requirements

Business Core (required in all majors)

_____ SBAD 225 Financial Accounting 3
_____ SBAD 226 Managerial Accounting 3
_____ SBAD 290 Intro to Business Info Systems 3
_____ SBAD 347 Legal Environment of Business 3
_____ SBAD 350 Principles of Marketing 3
_____ SBAD 363 Business Finance 3
_____ SBAD 371 Organizational Mgmt. & Behavior 3
_____ SBAD 372 Operations Management 3
_____ SBAD 478 Business Policy 3
_____ SECO 222 Principles of Microeconomics 3
_____ SECO 292 Statistical Inference 3

Concentration Areas

_____ *Accounting*[1,2]

- ❑ SBAD 331 Intermediate Accounting I 3
- ❑ SBAD 332 Intermediate Accounting II 3
- ❑ SBAD 333 Cost Accounting 3
- ❑ SBAD 335 Individual Tax Planning 3
- ❑ SBAD 433 Accounting Controls Systems 3
- ❑ SBAD 435 Auditing 3
- ❑ SBAD 461 International Business Finance or SECO 303 International Economics 3

Continued on next page

[1]*To be eligible to take the CPA exam in South Carolina, a person must have 120 semester credit hours, including 24 hours of accounting and 24 hours of other business courses. To qualify for the CPA license in South Carolina, a person must have 150 semester credit hours with a baccalaureate or higher degree with 36 hours in accounting (with at least 24 hours at the junior level or above) and 36 hours of other business courses. Please see an accounting advisor concerning additional requirements.*

[2]*Students planning to take the Certified Public Accountant examination should take SBAD 437 Advanced Accounting in addition to the accounting concentration courses.*

Economics/Finance

- ❑ SECO 301 Commercial & Central Banking 3
- ❑ SECO 303 International Economics 3
- ❑ SECO 322 Intermediate Macro Theory 3
- ❑ SECO 326 Managerial Economics 3
- ❑ one of the following: 3
  - SBAD 364 Financial Institutions and Markets
  - SBAD 365 Principles of Investments
- ❑ one of the following: 3
  - SBAD 378 International Business Enterprise
  - SBAD 452 International Marketing
  - SBAD 461 International Business Finance
- ❑ one of the following: 3
  - SECO 311 Issues in Economics
  - SECO 499 Topics in Economics
  - SBAD 333 Cost Accounting
  - SBAD 390 Business Tech & Info Systems
  - SBAD 499 Business Internship

General Business Administration

- ❑ SBAD 333 Cost Accounting 3
- ❑ SBAD 351 Consumer Behavior 3
- ❑ SBAD 374 Mgmt. of Human Resources 3
- ❑ SECO 326 Managerial Economics 3
- ❑ SBAD 398 Topics in Metro Bus. Studies 3
- ❑ one of the following international courses: 3
  - SBAD 378 International Business Enterprise
  - SBAD 452 International Marketing
  - SBAD 461 International Business Finance
  - SECO 303 International Economics
- ❑ one of the following: 3
  - SBAD 335 Individual Tax Planning
  - SBAD 365 Principles of Investment
  - SBAD 390 Business Tech & Info Systems
  - SBAD 457 Marketing Research
  - SBAD 471 New Business Enterprise
  - SBAD 499 Business Internship

Management

- ❑ SBAD 374 Mgmt. of Human Resources 3
- ❑ SBAD 377 Advanced Organizational Behavior 3
- ❑ SBAD 471 New Business Enterprise 3
- ❑ SBAD 475 Advanced Operations Mgmt. 3
- ❑ one of the following: 3
  - SBAD 378 International Business Enterprise
  - SBAD 452 International Marketing
  - SBAD 461 International Business Finance
  - SECO 303 International Economics
- ❑ two of the following, if not taken to fulfill above requirements: 6
  - SBAD 378 International Business Enterprise
  - SBAD 390 Business Tech & Info Systems
  - SBAD 398 Topics in Metropolitan Business Studies
  - SBAD 452 International Marketing
  - SBAD 461 International Business Finance
  - SBAD 476 Statistical Process Control
  - SBAD 499 Business Internship
  - SECO 303 International Economics
  - SECO 326 Managerial Economics

Marketing

- ❑ SBAD 351 Consumer Behavior 3
- ❑ SBAD 352 Marketing Communications 3
- ❑ SBAD 452 International Marketing 3
- ❑ SBAD 457 Marketing Research 3
- ❑ SBAD 458 Marketing Management 3
- ❑ two of the following: 6
  - SBAD 374 Mgmt. of Human Resources
  - SBAD 377 Adv. Organizational Behavior
  - SBAD 378 International Business Enterprise
  - SBAD 390 Business Technology & Information Systems
  - SBAD 398 Topics in Metropolitan Business Studies
  - SBAD 456 Business Marketing
  - SBAD 459 Personal Selling & Sales Mgmt.
  - SBAD 461 International Business Finance
  - SBAD 471 New Business Enterprise
  - SBAD 499 Business Internship
  - SECO 303 International Economics
  - SECO 326 Managerial Economics

Electives 21-23

_____

_____

_____

Total Hours Required 120

Minor in Economics[1]

Student Worksheet

Required Courses[1]

- _____ SECO 221 Principles of Macroeconomics[2] 3
- _____ SECO 222 Principles of Microeconomics[2] 3
- _____ SECO 322 Intermediate Macroeconomic Theory 3
- _____ SECO 326 Managerial Economics 3

Six additional credit hours to be selected from Economics 301, 303, 311, or 499 6

_____

_____

Total Hours Required 18

[1] *Minimum grade of C in all courses*

[2] *6 hours may be used to satisfy general education credit*

Bachelor of Science in Business Administration
Recommended Curriculum Schedule

Freshman Year—Fall
English 101
Mathematics 121 or 122
Computer Science 138
Foreign Language
History 111 or 112

Freshman Year—Spring
English 102
Mathematics 122 or elective
Natural Science
Foreign Language or free elective
Business 290

Sophomore Year—Fall
Speech 201
Fine Arts
Economics 221
Economics 291
Business 225

Sophomore Year—Spring
Arts and Humanities
Economics 222
Economics 292
Business 226
Free elective

Junior Year—Fall
Natural Science
Business 350
Business 371
Business concentration course
Free elective

Junior Year—Spring
Social Science elective
Business 347
Business 363
Business 372
Business concentration course

Senior Year—Fall
Free elective
Free elective
Business concentration course
Business concentration course
Business concentration course

Senior Year—Spring
Business 478
Free elective
Free elective
Business concentration course
Business concentration course

School of Education

The School of Education is a nationally accredited professional school with the chief responsibility of preparing teachers for early childhood, elementary, middle and secondary school certification. The School of Education exercises responsibility for decisions directly affecting the teacher education curriculum and each major aspect of the teacher education process. The School of Education offers programs in early childhood education, elementary education and middle grades education leading to the Bachelor of Arts degree, in physical education and special education leading to a Bachelor of Science degree, and in secondary education leading to either the Bachelor of Arts or Bachelor of Science degree. The unit offers Master's of Education degrees in early childhood education, elementary education and special education with a concentration in visual impairment. In addition to their basic task of teaching professional education coursework, the faculty of the school undertake research projects that contribute to improvement in the theory and practice of teacher education. Faculty members conduct research, publish scholarly articles, and engage in service activities designed to assist teachers, students, administrators, and other educators. They sponsor various workshops and conferences planned specifically for the staffs of elementary, middle and secondary schools; often these are cooperative efforts with other agencies. They also cooperate with a number of bureaus and clinics developed to augment public school programs and to provide specialized services to the educational community.

USC Upstate has formed a partnership with USC Sumter to serve students in the Sumter area who are interested in pursuing a baccalaureate degree in either early childhood or elementary education. Students interested in becoming certified teachers will complete their first two years of general education at USC Sumter and then complete the professional education program of USC Spartanburg. Junior- and senior-level professional education courses will be offered either on the USC Sumter campus via distance education technology or in the public schools in the Sumter area.

The School of Education maintains a curriculum resources center for the use of USC Upstate students, faculty, staff and area public school teachers. This facility provides curriculum aids for instructors at all levels.

The Burroughs Child Development Center gives students an opportunity to observe and to work with children ages three months to six years in a laboratory setting. It offers high quality child care to students and citizens of the community.

USC Upstate School of Education Conceptual Framework Summary

According to the National Council for the Accreditation of Teacher Education (NCATE), a conceptual framework is: "...an underlying structure in a professional education unit that gives conceptual meanings through an articulated rationale to the unit's operation, and provides direction for programs, courses, teaching, candidate performance, faculty scholarship and service, and unit accountability."

The following are components of the USC Upstate School of Education conceptual framework:

The USC Upstate School of Education Vision

The USC Upstate School of Education aims to be recognized nationally for its outstanding teacher preparation programs whose graduates are excellent, learner-centered practitioners and professionals.

The USC Upstate School of Education Mission

- To prepare effective teachers who are reflective practitioners and professionals.
- To serve the needs of schools in the state of South Carolina, particularly the upstate, working collaboratively with K-12 school personnel.
- To advance understanding of how teaching and learning occur effectively.

The USC Upstate School of Education Core Dispositions

- The faculty and candidates of the USC Upstate School of Education value reflective teaching practice.
- The faculty and candidates of the USC Upstate School of Education value learner-centered pedagogy.
- The faculty and candidates of the USC Upstate School of Education value performance-based assessment.
- The faculty and candidates of the USC Upstate School of Education are committed to and affirm diversity.
- The faculty and candidates of the USC Upstate School of Education are committed to professional responsibility.

The USC Upstate School of Education Philosophy

The faculty members and administrators of the SOE have developed a set of consistent principles and values that serves as the foundation of the school's approach to curriculum, pedagogy and program development.

- A general exposure to and an appreciation of the traditional liberal arts and sciences of both western and non-western traditions.
- A specific exposure to the most up-to-date pedagogical theories and practices.
- A set of ethical principles, values, and dispositions.
- A commitment to the principle of equality of educational opportunity for all students regardless or group or individual differences.
- A commitment to knowledge of both theory and practice and an understanding of how one informs and strengthens the other.

Theoretical Underpinnings of the USC Upstate School of Education Program

The philosophy of the SOE is consistent with the tenants of progressivism and constructivism. Practices and behaviors consistent with these approaches include:

- Application of problem-solving and scientific inquiry;
- Use of cooperative learning experiences and self-discipline;
- Emphasis on how to think not what to think with the teacher serving as a guide;
- Appreciation of the interdisciplinary nature of learning;

- Preparation of all students for full participation in a democracy.

Guiding Principles of the USC Upstate School of Education

In accordance with its mission, philosophy, and theoretical orientation, the SOE follows these guiding principles based on the Interstate New Teacher Assessment and Support Consortium (INTASC) and the South Carolina Assistance, Development and Evaluation of Professional Teaching (ADEPT) standards. Teachers prepared at USC Upstate:

- demonstrate competence as effective long-range instructional planners;
- demonstrate competence as effective daily instructional planners;
- demonstrate competence in the areas of student assessment and reflective self-assessment;
- establish high expectations for all learners;
- are knowledgeable of and capable of implementing a variety of instructional strategies which utilize state of art instructional technology;
- possess thorough and accurate knowledge of the content they teach;
- effectively monitor student learning and provide meaningful feedback to students;
- maintain a classroom environment that promotes and facilitates learning;
- manage their classrooms effectively with equity, firmness, and fairness;
- strive to develop as a teacher both professionally and personally.

Guiding Principles of USC Upstate Graduate Education Programs

Using the model teacher paradigm captured in the propositions of the National Board for Professional Teaching Standards, USC Upstate graduate programs are built around these propositions. Teachers completing USC Upstate graduate programs:

- are committed to students and their learning;
- are knowledgeable of their subject matter and related pedagogy;
- manage and monitor student learning;
- reflect on their practice;
- participate in learning communities.

Multicultural/Diversity Perspectives in USC Upstate Teacher Education Programs

Its mission, philosophy, principles and organizing themes serve as the root of the USC Upstate School of Education's commitment to multicultural education. Graduates of SOE programs as reflective teachers:

- believe that all children can learn;
- create a learning environment that is anti discriminatory;
- understand, respect, and accommodate for group and individual differences;
- instruct for empathy and tolerance;
- instruct for altruism;
- promote justice.

Performance Assessment in USC Upstate Teacher Education Programs

The USC Upstate SOE assessment systems monitor and measure candidate progress through both the undergraduate and graduate programs on a continuous basis. At both levels, portfolios are the major tool used to assess both the performance of the candidates and the quality of programs. Portfolios for undergraduate students, introduced in SEDF 210: Foundations of Education, are aligned with INTASC and ADEPT standards; undergraduate portfolios are developed over the course of programs and finally completed during the student teaching semester. Graduate portfolios, introduced during the Portfolio Introduction and Training Session, are aligned with propositions of the National Board for Professional Teaching Standards (NBPTS). Graduate portfolios are presented and defended before a five-member panel during the respective seminar classes; a successful defense is required for graduation.

Admission to the Professional Program

Students must apply to the School of Education for admission to the professional program, which covers the junior and senior years. The professional program application form may be obtained from the school office and must be filed with that office at the conclusion of the term in which students complete 60 semester hours of study.

Admission of applicants is based on individual consideration. Each applicant must fulfill the following requirements:

- completion of English 101 and 102 and Speech 201 or their equivalents, with grades of C or better;
- successful completion of the prerequisites for Mathematics 121;
- grade of C or better in support courses completed;
- cumulative GPA of at least 2.5 on at least 60 hours earned;
- the achievement of passing scores on the Praxis Pre-professional skills test (PPST) or received a South Carolina State Board of Education approved score on the SAT or ACT examination;
- two satisfactory recommendations with one coming from the general faculty and one from the School of Education faculty; and
- personal affirmation of non-criminal background

Action is taken on a student's application for admission to the professional program as soon as the academic records are available. Students who are accepted enter the professional program. Students whose applications are denied are advised of their alternatives.

Students who plan to meet the requirements for a teaching certificate in secondary education while enrolled in another school of the University should consult with the dean of the School of Education. The dean assigns an advisor in the School of Education to guide the student through the professional sequence of courses. Such consultation should be held as early as possible in the student's undergraduate career to ensure adequate familiarity with teacher education requirements. Students enrolled in other schools of the University should take particular care to inquire about the School of Education and state certification requirements.

Education courses at the 400-level and above may be

taken only after admission to the professional program. Students who complete the professional program, pass the Praxis II Content Area Examination, complete observations using the Assistance, Development, and Evaluation of Professional Teaching (ADEPT) instrument, and receive FBI fingerprint clearance fulfill initial certification requirements of the South Carolina State Board of Education.

Post-Baccalaureate Work toward Teacher Certification

Students with a baccalaureate degree attending USC Upstate to complete South Carolina requirements for initial teacher certification (referred to as "certification only students") have their record of college/university coursework evaluated by the Associate Dean of the School of Education. Credit is granted for all general education courses (with the exception of general education mathematics coursework for the Early Childhood, Elementary, and Special Education programs). For all students evidence of a "C" or better must appear on the student's transcript for a two-course English composition sequence and public speaking. All Early Childhood and Elementary majors must satisfactorily complete a course in Children's Literature. All Special Education: LD majors must satisfactorily complete a course in Children's Literature or Adolescent Literature. In addition "certification only students" must complete ALL specific requirements in professional education and, for middle grades and secondary majors, ALL specific requirements in the area(s) of academic content concentration. The Dean may exercise his/her prerogative in accepting coursework.

An individual holding a baccalaureate degree who wishes to earn certification through the USC Upstate "certification only" program, must have a cumulative undergraduate GPA of 2.5 and have passed all parts of PRAXIS I.

An individual holding a baccalaureate degree with a cumulative GPA between 2.0 and 2.5 may be considered for conditional admission to the "certification only" program if (1) the degree was awarded three or more years earlier and (2) the individual has passed all three parts of PRAXIS I. To gain full admission, the individual must earn a 2.5 GPA on the first 12 hours of coursework and complete all other requirements for admission to the professional program. To continue in the professional program, candidates must maintain a minimum GPA of 2.5.

Admission to Directed Teaching

Students who wish to enroll in directed teaching must apply a year in advance of the intended semester of student teaching. The following are requirements for all students admitted to directed teaching:

- prior admission to the professional program;
- completion of at least three-fourths of all content concentration course work with a grade of C or better in each course completed;
- grade of C or better in support courses completed;
- completion of 90 semester hours;
- 2.5 cumulative GPA;
- completion of all education methods courses with a grade of C or better in each; and
- completion of Mathematics 231,232 and 233 with a grade of C or better for early childhood education majors, elementary education majors and special education: learning disabilities majors;
- successful presentation of portfolio;
- submission of an FBI fingerprint card and receive clearance prior to student teaching;
- completion of a South Carolina Department of Education application for teacher certification.

In addition to these general requirements, there are specific course prerequisites for each major field. No education course may serve as a prerequisite for a subsequent education course until it has been completed with a grade of C or better. These prerequisites may be changed from time to time at the discretion of the school.

Students are responsible for enrolling in the appropriate corequisite coursework with directed teaching. It is the responsibility of students to secure from the school office an updated list of prerequisites for directed teaching in their major and to arrange their course of studies with their education advisor so as to meet those prerequisites.

Transfer Admission

Transfer students with fewer than 60 semester hours of credit may take courses in the School of Education if they meet all university admission requirements. Transfer students who have earned 60 hours or more must meet the admission criteria for the professional program at the time of their initial application for admission to the School of Education as a major. Criteria are available in the school office. Only 64 semester hours of credit may be accepted for transfer from a two-year institution and applied toward the professional degree.

Undergraduate Transfer Credit

Education majors from other colleges and universities wishing to transfer courses into any of the education programs must have all transcripts evaluated by the dean or associate dean in the School of Education. The dean and associate dean, following the USC Upstate School of Education Policy Manual guidelines, determine the courses accepted to fulfill requirements of any undergraduate education program. Any professional education courses considered for transfer must have been completed within seven years of matriculating at USC Upstate. Professional education courses more than seven years old will not be accepted for transfer.

Continuation Standards

After being admitted to the professional program, students must maintain at least a 2.5 GPA for retention in the program; this is in excess of the minimum GPA required by the University for continuing enrollment. Students who do not maintain a 2.5 GPA cannot enroll in any education courses above the 400-level.

Academic Requirements

No education course may serve as a prerequisite for a subsequent education course until it has been successfully completed with a grade of C or better.

A minimum grade of C is required for any course submitted for fulfillment of professional education, major concentration and support course requirements.

Students who fail to achieve a minimum grade of C in any professional education course will be dismissed from the program. Students may reapply to the program by

submitting a letter of petition for readmission to the Dean of the School of Education for consideration by the School of Education Appeals Committee. Readmitted students who subsequently receive a second grade of below C in any professional education course will be permanently dismissed from the program.

Evaluation

In addition to evaluations described in course syllabi, students' competencies relative to School of Education objectives and criteria are evaluated both in professional education courses and during directed teaching. Every applicant for admission to the professional program undergoes an appraisal by the advisor. This appraisal provides a source of evaluation on non-academic as well as academic factors relative to teaching potential. Portfolio assessment provides further evidence of each student's professional growth and development over time.

Degree Programs

The School of Education has developed curricula leading to the baccalaureate in six broad fields: early childhood, elementary, middle grades, secondary, physical, and special education. Although the number of credit hours required for graduation varies to some extent with the subject that the student prepares to teach, a minimum of 120 hours is required for any baccalaureate in the School of Education. Students are assigned an advisor with whom they should plan in advance their program of studies for each semester or summer session.

The School of Education reserves the right to change requirements and modify programs as necessary to fulfill state certification and national accreditation requirements. Students must periodically request updated information from the school.

Early Childhood Education. The early childhood education program provides preparation for teaching in four- and five-year kindergartens and in the primary grades (PK-3). A substantial portion of the curriculum consists of course work in the liberal arts to establish a broad educational background prior to the professional sequence of courses. The professional sequence provides content and direct opportunities for field clinical experience. The final experience is a semester-long student teaching assignment of which half is in a pre-primary (4K or 5K) setting and half in a primary setting (grades 1, 2 or 3).

Elementary Education. The program prepares students to teach in grades 2-6. The program consists of a general liberal arts background, professional educational coursework and clinical field experience.

During the semester in which students are enrolled in directed teaching (SEDL 470), they spend all of each school day for a period of fifteen weeks in the elementary school to which they are assigned.

Middle Grades Education. The program in middle grades education prepares students to teach in grades 5-8. The program emphasizes the particular physical, emotional, attitudinal, and intellectual needs of adolescents as well as the organizational, curricular, and pedagogical practices of the middle school. This is achieved through a core of general liberal arts coursework, professional education coursework (which includes field-based practicum experiences in middle schools), student teaching in middle school settings, and intensive coursework in two areas of academic concentration.

Secondary Education. The program in secondary education prepares students to teach in grades 9-12 and does so through a core of general liberal arts course work, professional education course work, including field-based clinical experiences, a student teaching experience, and intensive course work in a specific area of subject specialization. The secondary education curriculum may lead to either a Bachelor of Arts or Bachelor of Science degree, depending upon the chosen area of subject specialization. The Bachelor of Arts degrees in English and in social studies education require two semesters of foreign language study. Areas of subject specialization in secondary education at USC Upstate include biology, chemistry, English, history, mathematics and Spanish.

Special Education: Learning Disabilities. The Bachelor of Science in Special Education/Learning Disabilities prepares future teachers to serve the needs of special education students with learning disabilities in both regular classrooms and special education resource rooms. Preparation for teaching students with learning disabilities emphasizes appropriate services, curricula, assessment, and instruction required by students with special needs to facilitate their participation in the K-12 general education curriculum. Technology, collaborative and consultation skills, applications of research, and parent consultation skills are stressed throughout the program.

Practicum experiences begin the first semester of the professional program and continue throughout the program. Content disabilities instructors and their students collaborate with regular education content methods instructors and their students, modeling the collaboration expected in professional settings. In addition to working with individual students with specific disabilities and working as aides in special education settings, students have two seven-week field placements: one placement in a special education resource setting, the other placement in a regular education classroom that includes students with learning disabilities.

Physical Education. The Physical Education major has two areas of concentration. The Physical Education Teacher Education (PETE) concentration prepares students to teach physical education in grades K-12. In addition to a core program in the liberal arts, students undertake studies in the professional education area as well as in-depth study in physical education. Directed teaching for PETE majors is arranged at both the elementary and secondary levels.

For students desiring a program in physical education that is not oriented toward K-12 classroom teaching, the School of Education offers the Fitness-Recreation concentration.

Bachelor of Arts in Education
Major in Early Childhood Education
Student Worksheet

_____ General Education Requirements

I. Communication **9**
_____ SEGL 101 and SEGL 102
_____
_____ SSPH 201

II. Mathematics and Logic **6**
_____ SMTH 121 and 231
_____

III. Information Technology **3**
_____ SCSC 138

IV. Natural Sciences **8**
_____ SBIO 110/L
_____ SPHS 101/L or SCHM 101/L, 105, 106, 107/L, 109/L

V. Arts and Humanities **6**
One course selected from:
_____ SATH 101, 105, 106; SMUS 110; STHE 161
One course from the following (no more than 3 credit hours from a specific discipline)
_____ SPHL 102, 121; SAMS 101, 102; SREL 103; or SEGL 250, 252, 275, 279, 280, 283, 289, 290, 291, 301, 319, 320, 322, 329, 330, 340, 350, 369, 383, 389, 391, 395, 398, 400, 401, 405, 406, 408, 409, 411, 412, 417, 419, 422-430, 436, 437, 447, 485

VI. Foreign Language/Culture **3**
_____ SFRN 102; SGRM 102; or SSPN 102
Placement in a 201 or higher level language course** (Students placing into 201 or higher level of a language have satisfied this requirement but will have additional hours in electives, if hours are required in the major).

VII. History **3**
_____ SHST 111 or 112

VIII. Social and Behavioral Sciences **6**
_____ SGIS 201
_____ SSOC 101

IX. Senior Seminar in Education:
_____ SEDE 469

_____ Professional Education

_____ SEDF 210: Foundations of Education 3
_____ SEDF 333: Educational Development of the Life-long Learner 3
_____ SEDF 341: Education Procedures for Exceptional Children 3
_____ SEDF 485: Diversity, Management and Assessment 3
_____ SEDC 300: Resources and Technology in Teaching 3
_____ SEDE 410: Clinical I in Early Childhood Education 2
_____ SEDE 420: The Young Child: Behavior and Development in Early Childhood 3
_____ SEDE 422: Survey of Early Childhood Education 3
_____ SEDE 424: Parent Family Involvement in Early Childhood Education 2
_____ SEDE 440: Clinical II in Early Childhood Education 2
_____ SEDE 445: Language Development and Communicative Skill 3
_____ SEDE 446: Math for the Young Child 3
_____ SEDE 447: Social Studies for the Young Child 3
_____ SEDE 448: Science for the Young Child 3
_____ SEDE 449: Creativity and Play 3
_____ SEDR 414: Emergent and Early Literacy 3
_____ SEDE 468 Education of the Young Child: An Ecological Approach 3
_____ SEDE 469: Directed Teaching in Early Childhood Education 12

_____ Support Courses

_____ SMTH 232 and SMTH 233 6
_____ SEGL 484: Children's Literature 3
One additional course selected from:
_____ Art history, SMUS 110 or STHE 161 3
_____ SHED 221 3
_____ SPSY 101 3

_____ Total Hours Required 123

Bachelor of Arts in Education
Major in Elementary Education
Student Worksheet

_____ General Education Requirements

I. Communication **9**
_____ SEGL 101 and SEGL 102
_____
_____ SSPH 201

II. Mathematics and Logic **6**
_____ SMTH 121 and 231
_____

III. Information Technology **3**
_____ SCSC 138

IV. Natural Sciences **8**
_____ SBIO 110/L
_____ SPHS 101/L or SCHM 101/L, 105, 106, 107/L, 109/L

V. Arts and Humanities **6**
One course selected from:
_____ SATH 101, 105, 106; SMUS 110; STHE 161
One course from the following (no more than 3 credit hours from a specific discipline)
_____ SPHL 102, 121; SAMS 101, 102; SREL 103; or SEGL 250, 252, 275, 279, 280, 283, 289, 290, 291, 301, 319, 320, 322, 329, 330, 340, 350, 369, 383, 389, 391, 395, 398, 400, 401, 405, 406, 408, 409, 411, 412, 417, 419, 422-430, 436, 437, 447, 485

VI. Foreign Language/Culture **3**
_____ SFRN 102; SGRM 102; or SSPN 102
Placement in a 201 or higher level language course** (Students placing into 201 or higher level of a language have satisfied this requirement but will have additional hours in electives, if hours are required in the major).

VII. History **3**
_____ SHST 111 or 112

VIII. Social and Behavioral Sciences **6**
_____ SGIS 201
_____ SSOC 101 or SPSY 101

IX. Senior Seminar in Education:
_____ SEDL 468

_____ Professional Education

_____ SEDF 210: Foundations of Education 3
_____ SEDF 333: Educational Development of the Life-long Learner 3
_____ SEDF 341: Education Procedures for Exceptional Children 3
_____ SHED 331: Health and Physical Education for the Elementary School Child 3
_____ SEDL 441: Elementary School Curriculum and Organization 3
_____ SEDC 300: Resources and Technology in Teaching 3
_____ SEDF 483: Organization and Management of the Diverse Classroom 3
_____ SEDL 447: Teaching Social Studies in the Elementary and Middle School 3
_____ SEDL 450: Fine Arts in the Curriculum 3
_____ SEDL 455: Clinical I in Elementary Education 2
_____ SEDR 442: The Emergent Reader: Learning to Read and Write 3
_____ SEDF 487: Student, Teacher, and School Assessment 3
_____ SEDL 446: Teaching Math in the Elementary and Middle School 3
_____ SEDL 448: Teaching Science in the Elementary and Middle School 3
_____ SEDL 460: Clinical II in Elementary Education 2
_____ SEDR 443: The Fluent Reader: Reading and Writing to Learn 3
_____ SEDR 444: The Struggling Reader: Addressing Literacy Problems 3
_____ SEDL 468: Directed Teaching in the Elementary School 15

_____ Support Courses

_____ SMTH 232 and SMTH 233 6
_____ Geology or Astronomy 4
_____ SEGL 484: Children's Literature 3
One additional course selected from the following with two disciplines represented:
_____ SATH 101, 105, 106; SMUS 110 or STHE 161 3

_____ Total Hours Required 124

Bachelor of Arts in Education
Major in Middle Grades Education
Student Worksheet

_____ General Education Requirements

I. Communication 9
_____ SEGL 101 and SEGL 102
_____
_____ SSPH 201

II. Mathematics and Logic 6
_____ SMTH 120, 121, 122, 126, 127, 141, 143
_____ SMTH 102[1]; SPSY 225; or SSOC 201

III. Information Technology 3
_____ SCSC 138 or SIMS 101

IV. Natural Sciences 8
_____ SBIO 110/L
_____ SAST 111/L; SCHM 101/L, 105, 106, 107/L, 109/L; SGEL 101/L, 102/L, 103/L; SPHS 101/L, 201/L, 202/L; 211/L, 212/L

V. Arts and Humanities 6
One course selected from:
_____ SATH 101, 105, 106; SMUS 110; or STHE 161
_____ SPHL 102 or SPHL 211

VI. Foreign Language/Culture 3
_____ SFRN 102; SGRM 102; or SSPN 102

Placement in a 201 or higher level language course** (Students placing into 201 or higher level of a language have satisfied this requirement but will have additional hours in electives, if hours are required in the major).

VII. History 3
_____ SHST 111 or 112

VIII. Social and Behavioral Sciences 6
_____ SPSY 101
_____ SSOC 101

IX. Senior Seminar in Education:
_____ SEDS 480

_____ Professional Education

_____ SEDC 300: Resources and Technology in Teaching 3
_____ SEDF 210: Foundations of Education 3
_____ SEDF 333: Educational Development of the Lifelong Learner 3
_____ SEDF 341: Educational Procedures for Exceptional Learners 3
_____ SEDS 342: Clinical I in Middle Grades/Secondary Education 1
_____ SEDR 418: Literacy in the Middle and Secondary Schools 3
_____ SEDS 440: Clinical II in Middle Grades/Secondary Education 1
_____ SEDS 441: Middle School Curriculum and Methodology 4
_____ Middle School Methods #1* 3
_____ Middle School Methods #2* 3
*Select from SEDS 445 (language arts), SEDS 446 (mathematics), SEDS 447 (social studies) and SEDS 448 (science) to match Concentration Area #1 and Concentration Area #2
_____ SEDS 450: Clinical III in Middle Grades/Secondary Education 1
_____ SEDS 480: Directed Teaching in Middle School 15

_____ Content Concentration[2,3] 15

Area #1 _____
_____ _____ 3
_____ _____ 3
_____ _____ 3
_____ _____ 3
_____ _____ 3

_____ Content Concentration[2,3] 15

Area #2 _____
_____ _____ 3
_____ _____ 3
_____ _____ 3
_____ _____ 3
_____ _____ 3

_____ Support Courses

_____ SHED 221: Lifelong Health and Wellness 3

_____ Elective 3

_____ _____

_____ Total Hours Required 123-124

[1] *Math 102 required for students with math concentration.*

[2] *Coursework is determined in accordance with requirements available from student's academic advisor.*

[3] *For Social Studies concentration, SHST 111 and 112 are required. Course may not duplicate VII History general education course.*

Bachelor of Arts or Science in Education
Major in Secondary Education (English)
Student Worksheet

_____ General Education Requirements

I. Communication 9
- _____ SEGL 101 and SEGL 102
- _____
- _____ SSPH 201

II. Mathematics and Logic 6-7
- _____ SMTH 120, 121, 126, 127, 141, 143
- _____ SMTH 102[1]; SPSY 225; or SSOC 201

III. Information Technology 3
- _____ SCSC 138 or SIMS 101

IV. Natural Sciences 8
- _____ SBIO 110/L
- _____ SAST 111/L; SCHM 101/L, 105, 106, 107/L, 109/L; SGEL 101/L, 102/L, 103/L; SPHS 101/L, 201/L, 202/L, 211/L, 212/L

V. Arts and Humanities 6
- _____ SATH 101, 105, 106; SMUS 110; or STHE 161
- _____ SPHL 102 or SPHL 211

VI. Foreign Language/Culture 3
- _____ SFRN 102; SGRM 102; or SSPN 102

Placement in a 201 or higher level language course** (Students placing into 201 or higher level of a language have satisfied this requirement but will have additional hours in electives, if hours are required in the major).

VII. History 3
- _____ SHST 111 or 112

VIII. Social and Behavioral Sciences 6
- _____ SPSY 101
- _____ SSOC 101

IX. Senior Seminar in Education:
- _____ SEDS 473

_____ Professional Education
- _____ SEDC 300: Resources and Technology in Teaching 3
- _____ SEDF 210: Foundations of Education 3
- _____ SEDF 333: Educational Development of the Lifelong Learner 3
- _____ SEDF 341: Educational Procedures for Exceptional Learners 3
- _____ SEDS 342: Clinical I in Middle Grades/Secondary Education 1
- _____ SEDS 440: Clinical II in Middle Grades/Secondary Education 1
- _____ SEDS 442: Secondary School Curriculum and Methodology 4
- _____ SEDR 418: Literacy in the Middle and Secondary School 3
- _____ SEDS 445: Teaching Middle and Secondary English/Language Arts 3
- _____ SEDS 450: Clinical III in Middle Grades/Secondary Education 1
- _____ SEDS 473: Directed Teaching in Secondary School English 15

_____ Content Concentration
- _____ SEGL 275: Masterpieces of World Literature 3
- _____ SEGL 291: African American Literature or other approved course in minority literature 3

Genre or period elective (300 level or above) 3
- _____ _____

- _____ SEGL 295: Introduction to the Study of Literature 3

American Literature (300 level or above) 6
- _____
- _____ _____

British literature (300 level or above) 3
- _____ _____

- _____ SEGL 405: Shakespeare's Early Plays or SEGL 406: Shakespeare's Late Plays 3
- _____ SEGL 451: Introduction to the Study of Language, SEGL 455: Language Study Applications, or SEGL 252: English Grammar 3
- _____ SEGL 453: Development of the English Language 3
- _____ Writing course (200 level or above) 3
- _____
- _____ SEGL 485: Adolescent Literature 3
- _____ SEGL 490: Senior Seminar 3

_____ Electives 6-8
- _____ _____
- _____ _____

_____ Total Hours Required 129-131

Bachelor of Arts in Education
Major in Secondary Education (Spanish)
Student Worksheet

General Education Requirements

I. Communication 9
- _____ SEGL 101 and SEGL 102
- _____
- _____ SSPH 201

II. Mathematics and Logic 6-7
- _____ SMTH 120, 121, 126, 127, 141, 143
- _____ SMTH 102; SPSY 225; or SSOC 201

III. Information Technology 3
- _____ SCSC 138 or SIMS 101

IV. Natural Sciences 8
- _____ SBIO 110/L
- _____ SAST 111/L; SCHM 101/L, 105, 106, 107/L, 109/L; SGEL 101/L, 102/L, 103/L; SPHS 101/L, 201/L, 202/L, 211/L, 212/L

V. Arts and Humanities 6
- _____ SATH 101, 105, 106; SMUS 110; or STHE 161
- _____ SPHL 102 or SPHL 211

VI. Foreign Language/Culture 3
- _____ SFRN 102; SGRM 102; or SSPN 102

Placement in a 201 or higher level language course** (Students placing into 201 or higher level of a language have satisfied this requirement but will have additional hours in electives, if hours are required in the major).

VII. History 3
- _____ SHST 111 or 112

VIII. Social and Behavioral Sciences 6
- _____ SPSY 101
- _____ SSOC 101

IX. Senior Seminar in Education:
- _____ SEDS 474

Professional Education
- _____ SEDC 300: Resources and Technology in Teaching 3
- _____ SEDF 210: Foundations of Education 3
- _____ SEDF 333: Educational Development of the Lifelong Learner 3
- _____ SEDF 341: Educational Procedures for Exceptional Learners 3
- _____ SEDS 342: Clinical I in Middle Grades/Secondary Education 1
- _____ SEDS 440: Clinical II in Middle Grades/Secondary Education 1
- _____ SEDS 442: Secondary School Curriculum and Methodology 4
- _____ SEDR 418: Literacty in the Middle and Secondary Schools 3
- _____ SEDS 449: Teaching Foreign Language in Secondary Schools 3
- _____ SEDS 450: Clinical III in Middle Grades/Secondary Education 1
- _____ SEDS 474: Directed Teaching in Secondary School Foreign Language 15

Content Concentration
- _____ SSPN 321: Latin American Civilization 3
- _____ SSPN 202: Intermediate Spanish or a Spanish literature course 3
- _____ One or two courses selected from the following: 3-6
  - SSPN 210: Spanish Oral Communication
  - SSPN 310: Spanish Conversation
  - SSPN 315: Spanish for Professions
  - SSPN 250 or 350: Selected Studies Abroad
- _____ SSPN 309: Spanish Grammar and Composition 3
- _____ SSPN 301: Introduction to Spanish Lit 3

Two Spanish literature courses 6
- _____ _____
- _____ _____
- _____ _____
- _____ SSPN 320: Spanish Civilization 3
- _____ SSPN 451: Second Language Aquisition 3
- _____ SSPN 453: Introduction to Romance Linguistics or SSPN 454: Introduction to Spanish Linguistics 3
- _____ SSPN 490: Senior Seminar 3

Support Courses
- _____ SEGL 275: Masterpieces of World Literature 3
- _____ SEGL 451: Introduction to Linguistics 3

_____ Total Hours Required 123-126

Bachelor of Science in Education
Major in Secondary Education (Biology)
Student Worksheet

_____ General Education Requirements

I. Communication **9**
_____ SEGL 101 and SEGL 102
_____
_____ SSPH 201

II. Mathematics and Logic **6-7**
_____ SMTH 126
_____ SMTH 102; SPSY 225; or SSOC 201

III. Information Technology **3**
_____ SCSC 138 or SIMS 101

IV. Natural Sciences **8**
_____ SBIO 110/L
_____ SCHM 111/L

V. Arts and Humanities **6**
_____ SATH 101, 105, 106; SMUS 110; or STHE 161
_____ SPHL 102 or SPHL 211

VI. Foreign Language/Culture **3**
_____ SFRN 102; SGRM 102; or SSPN 102
Placement in a 201 or higher level language course** (Students placing into 201 or higher level of a language have satisfied this requirement but will have additional hours in electives, if hours are required in the major).

VII. History **3**
_____ SHST 111 or 112

VIII. Social and Behavioral Sciences **6**
_____ SPSY 101
_____ SSOC 101

IX. Senior Seminar in Education:
_____ SEDS 481

_____ Professional Education

_____ SEDC 300: Resources and Technology in Teaching 3
_____ SEDF 210: Foundations of Education 3
_____ SEDF 333: Educational Development of the Lifelong Learner 3
_____ SEDF 341: Educational Procedures for Exceptional Learners 3
_____ SEDS 342: Clinical I in Middle Grades/Secondary Education 1
_____ SEDS 440: Clinical II in Middle Grades/Secondary Education 1
_____ SEDS 442: Secondary School Curriculum and Methodology 4
_____ SEDR 418: Literacy in the Middle and Secondary School 3
_____ SEDS 448: Teaching Middle and Secondary Science 3
_____ SEDS 450: Clinical III in Middle Grades/Secondary Education 1
_____ SEDS 481: Directed Teaching in Secondary School Natural Science 15

_____ Content Concentration

_____ SBIO 102: Biological Science II 4
_____ SBIO 201: Introduction to Ecology & Evolutionary Biology 4
_____ SBIO 202: Introduction to Cell & Molecular Biology 4
_____ SBIO 310: Invertebrate Zoology 4
_____ SBIO 315: Comparative Vertebrate Anatomy 4
_____ SBIO 320: Botany or SBIO 380: Plant Geography or SBIO 525: Plant Taxonomy 4
_____ SBIO 330: Microbiology 4
_____ SBIO 350: Genetics 4

_____ Support Courses

_____ SPHS 201: General Physics I 4
_____ SGEL 101: Physical Geology 4
_____ SCHM 112: General Chemistry and Quantitative Analysis 4

_____ Total Hours Required 128

Bachelor of Science in Education
Major in Secondary Education (Chemistry)
Student Worksheet

_____ General Education Requirements

I. Communication 9
_____ SEGL 101 and SEGL 102
_____
_____ SSPH 201

II. Mathematics and Logic 7
_____ SMTH 142
_____ SMTH 102; SPSY 225; or SSOC 201

III. Information Technology 3
_____ SCSC 138 or SIMS 101

IV. Natural Sciences 8
_____ SBIO 101/L or SBIO 110/L
_____ SPHS 201/L

V. Arts and Humanities 6
_____ SATH 101, 105, 106; SMUS 110; or STHE 161
_____ SPHL 102 or SPHL 211

VI. Foreign Language/Culture 3
_____ SFRN 102; SGRM 102; or SSPN 102
Placement in a 201 or higher level language course** (Students placing into 201 or higher level of a language have satisfied this requirement but will have additional hours in electives, if hours are required in the major).

VII. History 3
_____ SHST 111 or 112

VIII. Social and Behavioral Sciences 6
_____ SPSY 101
_____ SSOC 101

IX. Senior Seminar in Education:
_____ SEDS 481

_____ Professional Education

_____ SEDC 300: Resources and Technology in Teaching 3
_____ SEDF 210: Foundations of Education 3
_____ SEDF 333: Educational Development of the Lifelong Learner 3
_____ SEDF 341: Educational Procedures for Exceptional Learners 3
_____ SEDS 342: Clinical I in Middle Grades/Secondary Education 1
_____ SEDS 440: Clinical II in Middle Grades/Secondary Education 1
_____ SEDS 442: Secondary School Curriculum and Methodology 4
_____ SEDR 418: Literacty in the Middle and Secondary Schools 3
_____ SEDS 448: Teaching Middle and Secondary Science 3
_____ SEDS 450: Clinical III in Middle Grades/Secondary Education 1
_____ SEDS 481: Directed Teaching in Secondary School Natural Science 15

_____ Content Concentration

_____ SCHM 111: General Chemistry 4
_____ SCHM 112: General Chemistry and Qualitative Analysis 4
_____ SCHM 321: Quantitative Analysis 3
_____ SCHM 321/L: Quantitative Analysis Lab 1
_____ SCHM 331: Organic Chemistry I 3
_____ SCHM 331/L: Organic Chemistry I Lab 1
_____ SCHM 332: Organic Chemistry II 3
_____ SCHM 332/L: Organic Chemistry II Lab 1
_____ SCHM 541: Physical Chemistry I 3
_____ SCHM 541/L: Physical Chemistry I Lab 1
_____ Chemistry 581: Biochemistry 3
_____ Chemistry 583/L: Biochemistry Lab 1
_____ Chemistry elective (499 or higher) 4
_____ _____

_____ Support Courses

_____ SPHS 202: General Physics II 4
_____ SGEL 101: Physical Geology, SGEL 102: Historical Geology, or SGEL 103: Environmental Earth Science 4
_____ SMTH 241: Calculus III 3

_____ Total Hours Required 129

Bachelor of Science in Education
Major in Secondary Education (Mathematics)
Student Worksheet

_____ General Education Requirements

I. Communication 9
- _____ SEGL 101 and SEGL 102
- _____
- _____ SSPH 201

II. Mathematics and Logic 6
- _____ SMTH 127
- _____ SMTH 174

III. Information Technology 3
- _____ SCSC 138 or SIMS 101

IV. Natural Sciences 8
- _____ SBIO 110/L
- _____ SAST 111/L; SCHM 101/L 105, 106, 107L, 109/L; SGEL 101/L, 102/L, 103/L; SPHS 101/L, 201/L, 202/L, 211/L, 212/L

V. Arts and Humanities 6
- _____ SATH 101, 105, 106; SMUS 110; or STHE 161
- _____ SPHL 102 or SPHL 211

VI. Foreign Language/Culture 3
- _____ SFRN 102; SGRM 102; or SSPN 102

Placement in a 201 or higher level language course** (Students placing into 201 or higher level of a language have satisfied this requirement but will have additional hours in electives, if hours are required in the major).

VII. History 3
- _____ SHST 111 or 112

VIII. Social and Behavioral Sciences 6
- _____ SPSY 101
- _____ SSOC 101

IX. Senior Seminar in Education:
- _____ See Directed Teaching

_____ Professional Education
- _____ SEDC 300: Resources and Technology in Teaching 3
- _____ SEDF 210: Foundations of Education 3
- _____ SEDF 333: Educational Development of the Lifelong Learner 3
- _____ SEDF 341: Educational Procedures for Exceptional Learners 3
- _____ SEDS 342: Clinical I in Middle Grades/Secondary Education 1
- _____ SEDS 440: Clinical II in Middle Grades/Secondary Education 1
- _____ SEDS 442: Secondary School Curriculum and Methodology 4
- _____ SEDR 418: Literacty in the Middle and Secondary Schools 3
- _____ SEDS 446: Teaching Middle and Secondary Mathematics 3
- _____ SEDS 450: Clinical III in Middle Grades/Secondary Education 1
- _____ SEDS 478: Directed Teaching in Secondary School Mathematics 15

_____ Content Concentration
- _____ SMTH 141: Calculus I 4
- _____ SMTH 142: Calculus II 4
- _____ SMTH 143: Calculus II 4
- _____ SMTH 189: Seminar in Strategies of Problem Solving 1
- _____ SMTH 315: Statistical Methods or SMTH 512: Probability and Statistics 3
- _____ SMTH 340: Mathematical Structures and Proof 3
- _____ SMTH 531: Geometry 3
- _____ SMTH 344: Matrix Algebra 3
- _____ SMTH 346: Introduction to Modern Algebra 3
- _____ SMTH 501: History of Mathematics 3
- _____ SMTH 599: Senior Seminar 3

_____ Support Course
- _____ SEGL 275: Masterpieces of World Literature 3

_____ Electives 3
_____ _____

_____ Total Hours Required 124

Bachelor of Arts or Science in Education
Major in Secondary Education (Social Studies/History)
Student Worksheet

_____ General Education Requirements

I. Communication 9
_____ SEGL 101 and SEGL 102
_____
_____ SSPH 201

II. Mathematics and Logic 6
_____ SMTH 120, 121, 122 or 127
_____ SMTH 102; SPSY 225 or SSOC 201

III. Information Technology 3
_____ SCSC 138 or SIMS 101

IV. Natural Sciences 8
_____ SBIO 110/L
_____ SAST 111/L; SCHM 101/L 105, 106, 107L, 109/L; SGEL 101/L, 102/L, 103/L; SPHS 101/L, 201/L, 202/L, 211/L, 212/L

V. Arts and Humanities 6
_____ SATH 101, 105, 106; SMUS 110; or STHE 161
_____ SPHL 102 or SPHL 211

VI. Foreign Language/Culture 3
_____ SFRN 102; SGRM 102; or SSPN 102

Placement in a 201 or higher level language course** (Students placing into 201 or higher level of a language have satisfied this requirement but will have additional hours in electives, if hours are required in the major).

VII. History 3
_____ SHST 111

VIII. Social and Behavioral Sciences 6
_____ SPSY 101
_____ SSOC 101

IX. Senior Seminar in Education:
_____ See Directed Teaching

_____ Professional Education

_____ SEDC 300: Resources and Technology in Teaching 3
_____ SEDF 210: Foundations of Education 3
_____ SEDF 333: Educational Development of the Lifelong Learner 3
_____ SEDF 341: Educational Procedures for Exceptional Learners 3
_____ SEDS 342: Clinical I in Middle Grades/Secondary Education 1
_____ SEDS 440: Clinical II in Middle Grades/Secondary Education 1
_____ SEDS 442: Secondary School Curriculum and Methodology 4
_____ SEDR 418: Literacty in the Middle and Secondary Schools 3
_____ SEDS 447: Teaching Middle and Secondary Social Studies 3
_____ SEDS 450: Clinical III in Middle Grades/Secondary Education 1
_____ SEDS 475: Directed Teaching in Secondary School Social Studies 15

_____ Content Concentration

_____ SHST 112: Intro to non-Western Civ. 3
_____ SHST 360 or 361: History of Africa 3
_____ SHST 370: History of China or 3
SHST 372: History of India or
or SHST 371: History of Japan
American history, pre-1865 3
(300 level or above)

_____ _____
American history, post-1865 3
(300 level or above)

_____ _____
European history (300 level or 6
above, two countries represented)

_____ _____

_____ _____

_____ Geography 103: Introduction to Geography or Geography 121: Principles of Regional Geography 3-4
_____ Economics 221: Principles of Macroeconomics or Economics 222: Principles of Microeconomics 3
_____ SSOC 329: Social Change; SSOC 330: Social Inequality; SSOC 333: Race and Ethnic Relations or SSOC 335: Sociology of Women 3
_____ Government and International Studies elective (300 level or above) 3

_____ _____

_____ Psychology or Sociology elective 3

_____ _____

_____ History 500: Senior Seminar 3

_____ Support Course

_____ SEGL 275: Masterpieces of World Literature 3

_____ Total Hours Required 126-127

Bachelor of Science in Education
Major in Physical Education
Physical Education Teacher Education
Student Worksheet

General Education Requirements

I. Communication **9**

_____ SEGL 101 and SEGL 102

_____

_____ SSPH 201

II. Mathematics and Logic **6**

_____ SMTH 120

_____ SMTH 102

III. Information Technology **3**

_____ SCSC 138

IV. Natural Sciences **8**

_____ SBIO 110/L

_____ SAST 111/L; SBIO 206, 240, 242/L, 270; SCHM 101/L 105, 106, 107L, 109/L, 111/L, 112/L; SGEG 201; SGEL 101/L, 102/L, 103/L, 120, 121, 123/L, 131; SPHS 101/L, 201/L, 202/L, 211/L, 212/L

V. Arts and Humanities **6**

One course selected from:

_____ SAAS 204; SATH 101, 105, 106; SMUS 110; STHE 161, 170

One course from the following (no more than 3 credit hours from a specific discipline)

_____ SAAS 204; SAMS 101, 102; SATH 101, 105, 106; SEGL 250, 252, 275, 279, 280, 283, 289, 290, 291, 301, 319, 320, 322, 329, 330, 340, 350, 369, 383, 389, 391, 395, 398, 400, 401, 405, 406, 408, 409, 411, 412, 417, 419, 422-430, 436, 437, 447, 485; SMUS 110; SPHL 102, 211; SREL 103, STHE 161, 170

VI. Foreign Language/Culture **3**

_____ SFRN 102; SGRM 102; or SSPN 102

Placement in a 201 or higher level language course** (Students placing into 201 or higher level of a language have satisfied this requirement but will have additional hours in electives, if hours are required in the major).

VII. History **3**

_____ SHST 111 or SHST 112

VIII. Social and Behavioral Sciences **6**

_____ SPSY 101

_____ One course from the following: SAAS 201; SANT 102; SECO 221, 222; SGEG 101, 103; SGIS 201, 301, 320; SSOC 101; SWST 101

IX. Senior Seminar in Education:

_____ See Directed Teaching

Professional Education

_____ SEDC 300: Resources and Technology in Teaching 3

_____ SEDF 210: Foundations of Education 3

_____ SEDF 333: Educational Development of the Lifelong Learner or Psychology 302: Developmental Psychology 3

_____ SPED 460: Issues and Trends in Physical Education 3

_____ SPED 312: Teaching of Physical Education 4

_____ SEDR 418: Reading in Secondary Schools 3

_____ SPED 405: Teaching Elementary Physical Education 4

_____ SPED 462: Physical Education for the Exceptional Child or SEDF 341: Education Procedures for Exceptional Children 3

_____ SPED 479: Directed Teaching in Physical Education 12

Content Concentration

_____ SHED 170: First Aid 3

_____ SHED 221: Lifelong Health and Wellness 3

_____ SHED 334: The School Health Program 3

_____ SPED 180: Swimming 1

_____ SPED 200: Foundations of Physical Education 3

_____ SPED 235: Dance and Gymnastics 3

_____ SPED 301: Exercise Physiology 4

_____ SPED 302: Biomechanics 3

_____ SPED 304: Motor Learning 3

_____ SPED 320: Team Sports I 3

_____ SPED 415: Individual Sports 3

_____ SPED 420: Team Sports II 3

_____ SPED 445: Measurement and Evaluation 3

_____ SPED 453: Organization and Administration of Physical Education 3

Support Course

_____ SBIO 232: Human Anatomy 4

_____ **Total Hours Required** **126-130**

Bachelor of Science in Education
Major in Physical Education: Fitness-Recreation Concentration
Student Worksheet

General Education Requirements

I. Communication **9**

_____ SEGL 101 and SEGL 102

_____

_____ SSPH 201

II. Mathematics and Logic **6**

_____ SMTH 120

_____ SMTH 102

III. Information Technology **3**

_____ SCSC 138

IV. Natural Sciences **8**

_____ SBIO 110/L

_____ SAST 111/L; SBIO 206, 240, 242/L, 270; SCHM 101/L 105, 106, 107L, 109/L, 111/L, 112/L; SGEG 201; SGEL 101/L, 102/L, 103/L, 120, 121, 123/L, 131; SPHS 101/L, 201/L, 202/L, 211/L, 212/L

V. Arts and Humanities **6**

One course selected from:

_____ SAAS 204; SATH 101, 105, 106; SMUS 110; STHE 161, 170

One course from the following (no more than 3 credit hours from a specific discipline)

_____ SAAS 204; SAMS 101, 102; SATH 101, 105, 106; SEGL 250, 252, 275, 279, 280, 283, 289, 290, 291, 301, 319, 320, 322, 329, 330, 340, 350, 369, 383, 389, 391, 395, 398, 400, 401, 405, 406, 408, 409, 411, 412, 417, 419, 422-430, 436, 437, 447, 485; SMUS 110; SPHL 102, 211; SREL 103, STHE 161, 170

VI. Foreign Language/Culture **3**

_____ SFRN 102; SGRM 102; or SSPN 102

Placement in a 201 or higher level language course** (Students placing into 201 or higher level of a language have satisfied this requirement but will have additional hours in electives, if hours are required in the major).

VII. History **3**

_____ SHST 111 or SHST 112

VIII. Social and Behavioral Sciences **6**

_____ SPSY 101

_____ One course from the following: SAAS 201; SANT 102; SECO 221, 222; SGEG 101, 103; SGIS 201, 301, 320; SSOC 101; SWST 101

IX. Senior Seminar in Education:

_____ SREC 485: Senior Seminar 1

Major Requirements

_____ SPED 120: Conditioning 1

_____ SPED 128: Aerobics 1

_____ SPED 140: Adult Recreation Sports 1

_____ SPED 180: Swimming or 1

_____ SPED 280: Swimming and Water Safety

_____ SPED 235: Dance and Gymnastics 3

_____ SPED 265: Officiating of Sports 3

_____ SPED 301: Exercise Physiology 3

_____ SPED 302: Biomechanics 3

_____ SPED 320: Team Sports I 3

_____ SPED 390: Field Experience 3

_____ SPED 415: Individual Sports 3

_____ SPED 445: Measurement and Evaluation of Physical Education 3

_____ SPED 455: Fitness Assessment and Prescription 3

_____ SREC 200: Introduction to Recreation 3

_____ SREC 201: Programming in Recreation 3

_____ SREC 301: Administration of Recreation 3

_____ SREC 401: Lifetime Leisure 3

_____ SREC 462: Special Populations 3

_____ SREC 480: Internship 6

Related Concentration Courses 9

_____ Six semester hours must be from

_____ one academic area and three semester hours from a different academic area.

Academic Area 1

_____ SPSY 325: Experimental Psychology or higher

Academic Area 2

_____ Financial Accounting 225, Managerial Accounting 226, Business Systems 290, or any upper division business course with consent of instructor

Academic Area 3

_____ Science: Any upper division biology course or any chemistry, geology, or physics course

Academic Area 4

_____ Sociology: any upper division course

Supporting Courses

_____ SHED 170: First Aid 3

_____ SHED 221: Lifelong Health and Wellness 3

_____ SNUR 301: Nutrition 3

_____ SPED 270: Introduction to Athletic Training 3

_____ SPSY 302: Developmental Psychology 3

Electives 4

_____ _____

Total Hours Required 127-128

Bachelor of Science in Special Education
Major in Learning Disabilities
Student Worksheet

_____ General Education Requirements

I. Communication **9**
_____ SEGL 101 and SEGL 102
_____
_____ SSPH 201

II. Mathematics and Logic **6**
_____ SMTH 121
_____ SMTH 231

III. Information Technology **3**
_____ SCSC 138

IV. Natural Sciences **8**
_____ SBIO 110/L
_____ SPHS 101/L; SCHM 101/L, 105, 106, 107, 109/L

V. Arts and Humanities **6**
_____ SATH 101, 105, 106; SMUS 110; or STHE 161
_____ SPHL 102 or SPHL 211; SAMS 101 or SAMS 102; SREL 103; or SEGL 250, 252, 275, 279, 280, 283, 289, 290, 291, 301, 319, 320, 322, 329, 330, 340, 350, 369, 383, 389, 391, 395, 398, 400, 401, 405, 406, 408, 409, 411, 412, 417, 419, 422-430, 436, 437, 447, 485

VI. Foreign Language/Culture **3**
_____ SFRN 102; SGRM 102; or SSPN 102
Placement in a 201 or higher level language course** (Students placing into 201 or higher level of a language have satisfied this requirement but will have additional hours in electives, if hours are required in the major).

VII. History **3**
_____ SHST 111 or SHST 112

VIII. Social and Behavioral Sciences **6**
_____ SPSY 101
_____ SGIS 201

IX. Senior Seminar in Education:
_____ See Directed Teaching: SELD 470

_____ Professional Education

_____ SEDF 210: Foundations of Education 3
_____ SEDF 341: Educational Procedures for Exceptional Learners 3
_____ SELD 410: Methods of Teaching Students with LD 3
_____ SELD 412: Characteristics of Students with LD 3
_____ SEDC 300: Resources and Technology in Teaching 3
_____ SELD 414: Individualized Curriculum Students with Disabilities 3
_____ SELD 415: Reading Disorders and Reading Methods 3
_____ SEDR 442: Emergent Reader 3
_____ SEDR 443: Fluent Reader 3
_____ SELD 440: Practicum in the Instruction of Students with Disabilities 3
_____ SELD 445: Language Disorders and Language Arts Methods 3
_____ SELD 446: Math Disabilities and Math Methods 3
_____ SELD 449: Issues and Trends in Exceptionalities 3
_____ SELD 483: Assessment of Students with Disabilities 3
_____ SEDF 483: Organization and Management of the Diverse Classroom 3
_____ SELD 470: Directed Teaching of Learners with Learning Disabilities 12

_____ Concentration 9

_____ SPSY 302: Developmental Psychology

The remaining 6 hours must be from the following courses: SPSY 303; SPSY 304; SPSY 305; SPSY 307; SPSY 310; SPSY 351

_____ _____
_____ _____

_____ Supporting Courses

_____ SEGL 484: Children's Literature or SEGL 485: Adolescent Literature 3
_____ SMTH 232: Basic Concepts of Elementary Mathematics II 3
_____ SMTH 233: Geometry and Measurement 3
_____ One additional course selected with two disciplines represented: SATH 101, 105, or 106; SMUS 110; STHE 161 3

_____ Total Hours Required 122

Certification Program
for Teaching English to Speakers of Other Languages
Student Worksheet

TESOL Certificate (P-12) 21

I. Prerequisites for TESOL Core Courses

_____ Admission to the professional program in Teacher Education

_____ Completion of English 101 and 102 and Speech 201, or their equivalents, with grades of C or better

_____ Successful completion of the prerequisites for Mathematics 120 or higher

_____ Cumulative GPA of at least 2.5 on at least 60 hours earned

_____ Achievement of passing scores on the Praxis Pre-professional skills test (PPST)

_____ Two satisfactory recommendations with one coming from the general faculty and one from the School of Education faculty.

Or current P-12 teacher certification

II. Each applicant must also fulfill the following requirements:

_____ Completion of a minimum of 6 semester hours in one foreign language, with a minimum grade of C, or second language learning experience, as specified by South Carolina state requirements, documented by:

- ❑ Completion of intensive language training by the Peace Corps, the Foreign Service Institute, or the Defense Language Institute;
  or
- ❑ Placement by the language department of an accredited institution in a third semester level,
  or
- ❑ Demonstration of second language proficiency as verified in writing by an official designated by the SDE for languages unavailable at accredited institutions.

III: Requirements: Completion of 21 semester hours in upper division TESOL and linguistics courses, with a grade of C or better

1. **TESOL Professional Education Core Courses 12**

_____ STSL 410: Principles and Strategies of Teaching English to P-12 Speakers of Other Languages 3

_____ STSL 420: Teaching Reading and Writing to P-12 Speakers of Other Languages 3

_____ STSL 430: Linguistic and Cultural Diversity in Education 3

_____ STSL 440[1]: Practicum in the Instruction of English to Speakers of Other Languages in P-12 Schools 3

2. **Content Concentration 9**

_____ SEGL 451: Introduction to Linguistics 3

_____ SEGL 455: Introduction to Sociolinguistics 3

_____ SEGL 453: Development of the English Language 3

[1]Prerequisites for STSL 440 are STSL 410, STSL 420, and SEGL 451; prerequisite or corequisite is STSL 430.

Mary Black School of Nursing

Bachelor of Science in Professional Nursing

History

The Mary Black School of Nursing is named in honor of Mrs. Mary Black Phillips and the late Miss Rosa Black in appreciation for the generosity of the Black Family for their role in securing funds for the building that houses the School of Nursing. The School began offering the Associate Degree in Technical Nursing in 1967 with the beginning of the University. This program closed in 2005. The Bachelor of Science in Nursing program began in 1977 as an upper division program for registered nurses. In 1986, the first generic four year track began.

In 2003 the University of South Carolina Upstate opened an additional campus for the University in Greenville, South Carolina at the University Center (UCG). Classrooms, computer laboratories, a learning resource center and faculty offices support the undergraduate program at the Greenville site.

Mission

The primary mission of the Mary Black School of Nursing as part of the University of South Carolina Upstate, is to serve the citizens of the Upstate South Carolina by providing educational programs in nursing that are of the highest quality. A variety of teaching modalities are used for students who are diverse in background, age, race, ethnicity, gender, educational experiences and needs. Programs are founded upon strong inter-institutional articulation agreements as well as partnerships with the community, including health care organizations and health care providers in Upstate South Carolina and surrounding regions.

The faculty of the Mary Black School of Nursing are committed to excellence in teaching, advising and in providing experiential learning opportunities that empower students to become competent professionals who give high quality nursing care to diverse populations. The faculty provide leadership in addressing nursing educational needs and in promoting the health and welfare of the citizens of Upstate South Carolina through educational outreach, scholarship and professional service.

Philosophy

Baccalaureate nursing education at the Mary Black School of Nursing prepares individuals for professional nursing practice to serve the people of Upstate South Carolina and beyond. The Baccalaureate Nursing Program's philosophy reflects the vision, mission and goals of the University of South Carolina Upstate and the Mary Black School of Nursing. This philosophy includes the faculty's beliefs about human beings, the environment, health, nursing, baccalaureate nursing education, the teaching-learning process, and characteristics of the professional nurse.

The faculty believe that human beings (individuals, families, groups, aggregates, and communities) are complex, interrelated, and interdependent open systems composed of multiple subsystems. Humans are integral with and cannot be separated from their environment. They continuously receive and process inputs from their environment and provide outputs to that environment. Outputs are the result of the transformation of inputs and are influenced by a human's biological, cognitive, psychological, social, cultural, and spiritual subsystems. Human beings strive to achieve higher levels of functioning and complexity through developmental processes. Human beings are greater than and different from the sum of their parts. This holistic view of human beings focuses on the dynamic interaction, pattern, organization, and relationship of subsystems and supra-systems.

The faculty believe that environmental concerns are global in nature. The environment includes but is not limited to the political, social, economic, technologic, genetic, and ecological systems that influence or are influenced by human beings. The environment is the context in which nursing occurs.

The faculty believe that health is a dynamic process constantly changing and existing on a continuum of wellness to illness from birth to end-of-life. The mutual interaction of biological, cognitive, psychological, social, cultural, and spiritual subsystems results in health. Culturally based beliefs, values and lifestyles, natural and social environments, genetic background, and developmental level all affect the client's experience and definition of health. Optimal wellness is achieved through self-care behaviors, partnerships with families and communities, and interventions with health care providers.

The faculty believe that nursing, a subsystem of the health care delivery system, is an open system. The scope of professional nursing practice includes health promotion, maintenance, restoration, rehabilitation, as well as the prevention and detection of health alterations. Caring is integral to professional nursing practice and extends to self and others in the provision of humanistic health care. Professional nursing practice is both a caring art and an applied science based upon synthesis of knowledge from nursing and the liberal arts and sciences. Through partnerships, nursing creates a sociopolitical force that promotes and enhances health and health care.

The faculty believe that teaching-learning occurs from interactions and transactions between and among students, faculty, and clients. Learners are diverse in their biological, cognitive, psychological, social, cultural, and spiritual characteristics. Learning is a continuous process facilitated by self-assessment, technology, and a variety of teaching methods that accommodate diverse learning styles and individual learning needs.

The faculty believe that baccalaureate nursing education is broad-based and consists of professional nursing, liberal arts, and science courses. The baccalaureate program prepares the student to synthesize, think critically, and make clinical judgments within ethical, moral, and legal frameworks. The program provides opportunities for students to assume responsibility for the total scope of nursing practice for diverse individuals, families, groups, aggregates, and community clients in structured and unstructured settings. Students learn to function in a variety of roles such as: providers of care, consumers of research, collaborators, advocates, educators, leaders, and managers. The goal of baccalaureate nursing education is to prepare innovative leaders in nursing practice. It prepares students to integrate

cutting-edge knowledge such as genetics, environmental health, and community-focused health care. Baccalaureate nursing education prepares students to access, critique, and examine research for its implications and utilization in evidence-based nursing practice and provides the foundation for graduate education in nursing.

The faculty believe that the baccalaureate graduate synthesizes and applies broad knowledge from the liberal arts, sciences, and nursing to provide theoretical and evidence -based nursing care. Drawing upon cognitive, affective, and psychomotor domains of learning, the professional nurse uses critical thinking strategies to provide holistic care to diverse clients with simple and/or complex health needs. The professional nurse is accountable for nursing care and acts in independent, interdependent, and dependent roles to provide and coordinate health care. The use of complex communication skills by the baccalaureate graduate facilitates interpersonal relationships and enhances therapeutic nursing interventions to effect change. Through life-long learning, the professional nurse incorporates new knowledge and technologies to improve care and advance nursing practice. The baccalaureate graduate, as a leader and responsible citizen, creates the social, economic, and political systems that impact global health.

Undergraduate Program Objectives

At the completion of the program, the graduate will be:

1. A critical thinker who uses clinical nursing judgement and ethical decision making to design/manage/coordinate nursing care based on evidence and current research, a broad knowledge base and standards of nursing practice.
2. An effective communicator who uses various modalities to provide caring, competent and holistic nursing care to diverse populations across the lifespan.
3. A competent provider of nursing care who delivers safe, holistic, therapeautic nursing interventions with individuals, families and communities in a variety of settings.
4. A professional role model who assumes responsibility and accountability for personal and professional behaviors, ethical practice and client advocacy.

Accreditation

The School of Nursing is accredited by the Commission on Collegiate Nursing Education (CCNE) and is also approved by the South Carolina Board of Nursing. Inquiries can be made to the CCNE at:

Commission on Collegiate Nursing Education
1 Dupont Circle Northwest, Suite 530
Washington, D.C. 20036
1-202-463-6903

Inquiries may also be made to the South Carolina Board of Nursing at:

PO Box 12367
Columbia, South Carolina 29211-2367
803-896-4550

Bachelor of Science in Nursing Program (BSN)

This professional program prepares graduates to assume entry-level positions in a variety of health care settings. The program is divided into two components, entry as a pre-nursing major focused on meeting course pre-requisites and entry as a nursing major focused on the clinical and didactic portions of the nursing curriculum. Required pre-nursing courses provide a broad background in general education and form the foundation for the professional nursing component of the program. Courses taken in the last two years of the program provide the theoretical and practical basis for nursing practice in an increasingly complex health care system. In addition to focusing on the essentials of nursing in the hospital, the curriculum also emphasizes community based and primary care. Opportunities to provide care to diverse clients are provided. Use of technology is integrated through out the program. The program prepares graduates for professional positions immediately after graduation and provides a firm foundation for graduate study. Students who earn the Bachelor of Science in Nursing degree are eligible to sit for the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

Bachelor's Degree for Registered Nurses (RN to BSN)

Registered nurses who have previously earned diplomas or associate degrees in nursing are admitted to the undergraduate program to meet requirements for the Bachelor of Science in Nursing degree. Students are able to complete all degree requirements on a full time basis in one calendar year of study.

The School awards 35 semester hours of validated nursing credit to each registered nurse for past nursing courses.

Distance Learning

The mission of the School is to provide excellence in teaching and as such is dedicated to providing unique opportunities and creative flexible programs for students, faculty and the community. Distance learning and the use of other new educational technologies are part of the future in the continuing mission. The School offers the RN to BSN program in three modalities, traditional classroom, web and educational television. For further information and class offerings, please contact the School of Nursing Office of Student Support Services (864) 503-5446.

Facilities

The School of Nursing utilizes the facilities and resources of the entire university, the community and health care agencies. The School of Nursing has two campuses that offer the undergraduate program in nursing, one at the main campus at the University of South Carolina Upstate (USC Upstate) and one on the Greenville campus at the University Center at Greenville (UCG). The UCG campus is equipped with state of the art classrooms, computer labs in addition to a separate Learning Resource Center.

The School on the main campus is currently housed in a one story building centrally located on the USC Upstate campus. Classrooms equipped with current educational technology as well as the Learning Resource Center assist students to learn in multiple modalities.

The School of Nursing offers a diversity of clinical sites for student experiences. The Mary Black Hospital, Spartanburg Regional Medical Center, Greenville Hospital University Medical Center, and Bon Secours St Francis Hospital are some of the primary sites used for clinical ex-

periences. The School has contracts with over 50 additional health care agencies in the upstate supporting the variety of clinical learning experiences for all students.

Transportation

Clinical learning experiences are varied in settings and are located in both Spartanburg and Greenville and surrounding counties. Students are expected to travel to and from all clinical experiences. Students are responsible for providing their own transportation and carrying appropriate insurance. The School of Nursing is not liable for any traffic violations or auto mishaps during the students' commute.

Responsibilities to Clinical Agencies

Students are responsible for complying with policies and procedures required by clinical agencies. Failure to meet these requirements may lead to exclusion from required clinical educational experiences and prevent progression in the program.

Computer Literacy

The School of Nursing acknowledges that health care delivery systems are evolving at an accelerated rate and becoming increasingly reliant on computer technology. Computer literacy is rapidly becoming a basic communication skill. Prior to enrolling in nursing courses, it is suggested that students familiarize themselves with basic computer skills. Students should be able to use a computer to log onto their email account to communicate with other students and faculty. They should be able to log on to the Internet to access class content. Ability to use a word processing program and perform Internet searches for health care related materials are also suggested skills.

Advising and Assistance

The focus of advising in the School of Nursing is to assist students to successfully progress toward their educational objectives. The baccalaureate degree program is divided into two components: the lower division and the upper division. All nursing students are currently advised by nursing faculty. It is very important that you meet with your assigned advisor each semester. Your advisor will speak with you about your academic plan of study as well as future employment and educational goals.

Admission Policies

Admission as a Freshman

Entering USC Upstate freshman interested in nursing as a career must meet general entrance requirements of the university. Each student declaring nursing as a major are noted as "pre-nursing students" and are advised by assigned nursing faculty. Students enrolled in the lower division of the school should meet with an advisor in planning an appropriate program of study. The program of study will ensure that each student registers for the correct prerequisite courses for the upper division courses. Students must meet with a nursing advisor each semester prior to registration. Students must complete all prerequisites prior to enrolling in the upper division of nursing. For information or assistance, call the School of Nursing (864) 503-5440.

Admission into the nursing major is competitive. A separate application for the final two years of the nursing major must be submitted by published dates on the forms provided by the School of Nursing. The School admits applicants for the non-licensed portion of the upper division twice a year for each campus for the fall and spring semesters. Each semester's junior class is selected from all applicants who meet all the minimum requirements. For the registered nurse students, applicants are selected for the fall semester only.

Admission to the Upper Division

The final two years of the nursing curriculum are composed of professional nursing courses. In order to be considered for admission to the professional nursing major, students enrolled at USC Upstate must complete a separate application form which is available through the School of Nursing. Transfer students must first apply to USC Upstate through the Office of Admissions and then complete a separate application available through the School of Nursing.

The Admission and Progression committee reviews all applications and admits students to the program based on the stated requirements. Admission is competitive and is based on the applicant's cumulative grade point average (GPA) for the pre-requisite courses as well as available space in the admitted class.

Applications for admission for non-licensed students must be submitted by published dates for fall semester admissions and applications for spring semester admissions must be submitted to the School of Nursing by published dates. Students typically apply for admission into the upper division during the last semester of their sophomore year.

Applications for admissions for the registered nurse program (RN to BSN) must apply by published dates prior to the fall semester in which they will plan to begin the program.

Admission of Students

Application for admission to the upper division for non-registered nurses is competitive. Each semester's class is selected from applicants who meet the minimum requirements:

a) Admitted to the University of South Carolina Upstate.

b) Completion of all pre-requisite course (lower division general education studies) with a grade of C or better.

c) Minimum GPA of 2.5 on a 4.0 scale.

d) Only one nursing course or required science course (SBIO 232, 242, 330, and SCHM 109) may be repeated to earn a grade of C or better. If courses are repeated, both grades will be included in the calculation of the GPA.

Students with a cumulative GPA of less than 2.5 but meeting all other admission requirements MAY be considered for possible admission to the program. If admitted, the student will be placed on probationary status and must successfully complete the semester with a "C" or better in all attempted coursework. Failure to achieve a minimum of a C in all courses will result in removal from the program.

Admission of Registered Nurse Students

Application for admission to the upper division for registered nurse students is selective. Each year's class is selected from students who meet the minimum requirements:

a) Minimum grade of C on all required prerequisite courses.

b) Completion of all lower division course requirements as listed on the Bachelor of Science Nursing Curriculum RN Track Student Worksheet.

c) Graduation from an associate degree or diploma program in nursing.

d) Hold an unencumbered license. Clinical experiences

in states other than South Carolina require an active license in that state.

Enrollment and Progression Policies

Southern Council on Collegiate Education for Nursing (SCCEN) Core Performance Standards

The Mary Black school of Nursing requires all applicants and continuing students to meet core performance standards as defined by the Southern Council on Collegiate Education for Nursing (SCCEN). These core performance standards are defined as follows:

Standard 1: Critical Thinking and Related Mental Abilities: Must have critical thinking ability sufficient for clinical judgment. Examples of necessary functional abilities associated with this standard include (not an all inclusive list): ability to interpret, investigate, communicate, and comprehend complex situations; identify cause and effect relative to clinical situations; ability to make decisions and assess situations under varying degrees of stress; ability to read and comprehend detailed charts, reports, journal articles, books, etc; and capable of performing all arithmetic functions (addition, subtraction, multiplication, division, ratios and simple algebraic equations).

Standard 2: Communication and Interpersonal Abilities: Must be able to read, write, speak and comprehend English with sufficient skill to communicate effectively verbally and non—verbally; must have interpersonal abilities sufficient to interact with individuals, families and groups form a variety of social, emotional, cultural and intellectual backgrounds. Examples of necessary functional abilities associated with this standard include (not all inclusive): ability to establish rapport with clients and their families, peers, agency personnel and faculty' explain treatment procedures; initiate health teaching, and document and interpret nursing actions and client responses.

Standard 3: Physical activities. Must have physical abilities sufficient to move from room to room and maneuver in small spaces with gross and fine motor abilities sufficient to provide safe and effective nursing care. Examples of necessary functional abilities associated with this standard include (not all inclusive): move around a client's room, work spaces, treatment areas and administer CPR; calibrate and use equipment; position and transfer clients; capable of lifting up to 50 pounds independently; pushing up to 200 pounds independently; reaching 18 inches above head without the use of mechanical devises to elevate themselves; capable of sitting, standing, walking for extended periods of time; experience no limitation when bending, stooping, sitting, standing, walking (i.e. uses no mechanical devices to assist themselves which would impede the safety of a client); ability to move to and respond to an emergency situation in a timely manner and able to document in a clear, legible manner.

Standard 4: Hearing: Must have auditory ability sufficient to monitor and assess health needs. Examples of necessary functional abilities associated with this standard include (not all inclusive) ability to hear auscultory sounds, monitor alarms and emergency signals; ability to hear soft whispers of clients and families and able to tolerate loud noise for extended periods of time. Assistive devices must correct hearing to this degree and be worn at all times during practicums.

Standard 5: Visual: Must have the visual ability sufficient for observation, assessment and intervention necessary for nursing care. Examples of necessary functional abilities include (not all inclusive): observe client responses; accurately read equipment, gauges and monitors; vision correctable to 20/40, normal depth perception and ability to distinguish colors; ability to tolerate offensive visual situations.

Standard 6: Smell: Must have smelling ability to monitor and assess health needs. Examples of necessary functional abilities include (not all inclusive); ability to differentiate between various types of smells and odors and ability to tolerate offensive odors.

Please note that students will be accommodated in accord with the American with Disabilities Act.

Criminal Background Checks

Clinical agencies are requiring all students to have a criminal background check (CBC). This CBC must be submitted with the application for the upper division of the nursing program. The CBC must be conducted within thirty days of the due date for applications. The federal and state CBC policy for USC Upstate Mary Black School of Nursing has been developed based on DHEC Procedures for Conducting State and Federal Criminal Background Checks for Direct Caregivers. If a student has been found guilty or has plead no contest to substance abuse, child or adult abuse, sexual assault, assault with a deadly weapon, neglect or mistreatment of residents/patients/clients or misappropriation of resident/patient/clients property, the facility cannot permit that student to work as a direct caregiver. The criminal background checks are done for a seven year retrospective screen. The student assumes the cost of these requirements.

Drug Screens

Clinical agencies require students to take a drug screen prior to caring for patients. For obvious health and safety concerns, nurses must conduct health care and educational activities fully in control of their manual dexterity and skills, mental faculties, and judgment. The presence or use of drugs or alcohol, lawful or otherwise, which interferes or impairs the judgment or motor coordination of nursing students in a health care setting poses an unacceptable risk for patients, colleagues, the University, and affiliating clinical agencies. Preventing and/or detecting substance abuse, as defined below, is particularly critical in the Mary Black School of Nursing's Upper Division of the BSN program, where students spend a considerable amount of time learning patient care in a variety of clinical settings. The Mary Black School of Nursing recognizes its responsibility to endeavor to provide a safe, efficient academic environment for students and to cooperate with clinical agencies in providing for the safe and effective care of their patients during nursing students' clinical experiences in their facilities.

Therefore, the following policy has been adopted to:

a. Proscribe substance abuse and/or activities or behaviors a) that are prohibited by the University's Drug-Free Policy, or b) which may subject the involved student, other individuals, and the University to legal penalties or consequences, or c) which may cause a deterioration of the atmosphere and circumstances under which the care of patients and the nursing educational programs are conducted;

b. Identify students in the upper division of the BSN program who may have a drug or alcohol-related impairment or conviction that may impact their ability to learn safe nursing care practices or that may create unacceptable risks for the University or clinical agencies in which students have clinical experiences;

c. Cooperate with affiliating clinical agencies by requiring nursing students reporting to such agencies to consent voluntarily a) to allow those agencies to drug test the student in accordance with their policies, and b) to disclose any drug testing results to appropriate Mary Black School of Nursing officials.

Drug testing means the scientific analysis of urine, blood, breath, saliva, hair, tissue, and other specimens of the human body for the purpose of detecting a drug or alcohol.

Illegal drug means any drug which is not legally obtainable; any drug which is legally obtainable but has not been legally obtained; any prescribed drug not legally obtained; any prescribed drug not being used for the prescribed purpose or by the person for whom it was prescribed; any over-the-counter drug being used at a dosage level other than that recommended by the manufacturer, or being used for a purpose other than the purpose intended by the manufacturer; and any drug being used for a purpose or by a person not in accordance with bona fide medical therapy. Examples of illegal drugs include, but are not limited to, stimulants, depressants, narcotic or hallucinogenic drugs, cannabis substances, such as marijuana and hashish, cocaine, heroin, methamphetamine, phencyclidine (PCP), and so-called designer drugs and look-alike drugs.

Impaired means that a person's mental or physical capabilities are reduced below their normal levels (with or without any reasonable accommodation for a disability). An impaired student manifests deterioration in the level of function as compared to that previously observed, or the student does not function at a level normally expected under the prevailing circumstances. Impairment may exist in one or more multiple domains, including psychomotor activity and skills, conceptual or factual recall, integrative or synthetic thought processes, judgment, attentiveness, demeanor and attitudes as manifested in speech or actions. Impairment will include addiction to and/or physical dependence upon chemical substances.

Substance abuse means (a) the manufacture, use, sale, purchase, distribution, transfer, or possession of an illegal drug by any nursing student while on University or affiliated clinical site premises or while participating in any University or affiliated clinical site-sponsored or related activity, including any nursing-related course or clinical training activity; (b) the consumption, possession, or distribution of alcohol, unless approved by the University or clinical agency, by any nursing student while on University or affiliated clinical site premises or while participating in any University-or affiliated clinical site-sponsored or related activity, including any nursing-related course or clinical training activity; and (c) a nursing student's use of alcohol or any drug in such a way that the student's performance in any nursing course, including activities at any clinical site, is impaired.

Students in the Upper Division of the BSN program will be required to provide (among all other items of information) a signed statement that he or she does or does not engage in substance abuse activities as defined herein. Further, he or she must indicate any legal convictions pertaining to the manufacture, use, possession, sale or other distribution of illegal or legally controlled substances; pertaining to or related to the abuse of alcohol or any other chemical substance; and the consequences of any such conviction(s).

Failure to provide the above-required information, past legal convictions for activities related to illegal or legally controlled substances, and/or information or evidence that reasonably establishes a past pattern of chemical substance abuse will be grounds for dismissal from the program. However, prior legal convictions related to chemical substances will be considered along with all other information pertaining to the individual, and will not produce automatic dismissal from the program. Discovery that false or fraudulent or misleading information was provided prior to matriculation will be grounds for dismissal from the program.

Students who engage in substance abuse while currently enrolled in the program will be subject to dismissal from the School of Nursing.

Physical Examinations

Each nursing student must have an ***annual*** physical examination by a physician or a certified nurse practitioner. You may choose to have your physical examination through you personal health care provider or through the USC Upstate Health Service Office (1-864-503-5197). Reports of this examination must be submitted on forms provided from the Mary Black School of Nursing and must be received by the School of Nursing by published deadlines. Individual clinical agencies may require additional documentation for specific health requirements which must be met by each student attending that agency.

Immunizations and Titers

To comply with clinical agency contracts, each student must provide proof of a series of immunizations and/or titers. Some of this same information MUST also be sent to Health Services on the form sent to you by the USC Upstate Admissions Office). We highly recommend that nursing students receive the Hepatitis B Vaccine to develop immunity to this form of viral hepatitis. A series of three doses is required to achieve immunity. Students who do not take the Hepatitis B Vaccine are required to sign a waiver stating-such refusal. The USC Upstate Health Service Office can administer the vaccine for the published fee (if born ***before*** 1978) or free (if born ***after*** 1978). Students must submit proof of the following immunizations:

- Tetanus Diphtheria Booster (within last 10 years)
- Varicella vaccine or positive titer
- Mumps
- Rubella vaccine or positive
- Tuberculosis (negative) PPD (2 step) of a negative chest x-ray
- Hepatitis B vaccine (see above)

Nursing students will be caring for clients whose HIV status is unknown and all students and faculty use universal precautions when caring for any client. Nursing students who believe themselves to be at risk for transmission of HIV/AIDS are urged to voluntarily inform the University Office of Disability Services who will collaborate with faculty to determine if modifications in clinical courses can be reasonably accommodated.

Health Insurance

Clinical agencies are also encouraging students to possess health insurance. Hospitals and health agencies provide emergency treatment to students for injuries or illness occurring in the course of the program requirements in their agencies. Treatment for illness will be at the expense of the students. Treatment for injuries will be covered through Workman's Compensation. The University pays all fees for enrollment in Workman's compensation, emergency treatment to students for injuries or illness occurring in the course of the program requirements in their agencies.

Cardio-pulmonary Resuscitation (CPR)

To be in compliance with clinical agency contractual agreements, all students in must be certified in CPR (Adult and Child/Infant). This certification must be active for the entire time you are enrolled in nursing courses at USC Upstate. Please check requirements, some CPR certifications require annual recertification and some programs require recertification every two years. A CPR course is offered at USC Upstate Health Services for a nominal fee.

Liability Insurance

Each student is covered for malpractice liability under the auspices of the University of South Carolina Upstate. It is suggested that registered nurses continue to maintain their own liability policy.

Occupational Safety and Health Administration (OSHA)

Students must be current with the standard OSHA requirements of infection control, fire safety, management of hazardous materials, and back safety. Annual testing of this information is required for enrollment progression.

Health Insurance Portability and Accountability Act (HIPAA)

Each student must successfully complete the HIPAA program and test in order to assure compliance with HIPAA regulations. Some clinical agencies may require students to complete agency specific HIPAA programs and tests also.

Progression Policies

1. Any student who fails to take nursing courses in sequence will be removed from the program.

2. Students must achieve a grade of C or higher in every nursing course to progress in the program. Students who fail to achieve a minimum grade of C in any nursing course (classroom course or clinical/lab course) will be dismissed from the program. Students may apply for readmission to the program and if readmitted, will be required to repeat that course prior to enrolling in any subsequent course. Re-admitted students who subsequently receive a second grade of below "C" in any nursing course will be permanently dismissed from the program.

3. Students who previously received a grade less than C in a required science course and earned a grade less than C in a nursing course will be permanently dismissed from the program.

4. Students must complete the program of required nursing course within four years of initial entry into the program. Students who exceed the four year time limit will be dismissed from the program.

Readmission Policies: A student who has been removed from the program for receiving a grade of less than "C" in one nursing course may reapply for admission to the School of Nursing. The student must submit another admission application to the School of Nursing and attach a letter of petition for readmission.

Graduation Requirements: Students must meet all requirements for graduation as stated in this academic catalog. Students graduating with a degree in nursing must have a minimum GPA of 2.0 in all required nursing courses.

Transfer of Credit: Students wishing to transfer to the baccalaureate program from other institutions will have their transcripts evaluated to determine the comparability with courses at USC Upstate and applicable to the nursing program of study.

Auditing of Nursing Courses: USC Upstate guidelines are followed related to auditing of courses. SNUR 301: Nutrition and SNUR 302: Pharmacology may be audited. After admission to the nursing program, the following courses may be audited: SBSN 305: Health Promotion Across the Lifespan, SBSN 306: Introduction to Professional Nursing, SBSN 420: Current Topics, and SBSN 497: Nursing Issues. Students may not audit a nursing course with a corequisite practicum. No nursing practica may be audited.

Credit by Examination: Some general education and supporting courses may be exempted by having successfully passed Advanced Placement (AP) tests in high school, College Level Examination Program (CLEP) tests, Defense Nontraditional Education Support (DANTES) tests or challenge examinations prepared at USC Upstate (see Credit by Examination section of this catalog). More specific information may be obtained form the Counseling and Career Development Center. RN to BSN students must complete all credit by examination prior to the completion of SBSN 350: Concepts of Professional Nursing. Licensed practical nurses may obtain credit for SNUR 301 and SNUR 302, SBSN 310, SBSN 310P, SBSN 305, SBSN 306, SBSN 320P and SBSN 325P by successfully completing the required validation examination.

College Level Examination Program (CLEP or the Defense Activity for Nontraditional Education Support (DANTES): Following general university policy, a combination of CLEP and/or DANTES examinations may be taken to obtain up to 30 hours of credit. Junior and senior level nursing courses cannot by validated by CLEP of DANTES. CLEP or DANTES examinations are not acceptable for physiology, anatomy, chemistry or microbiology.

Professional and Pre-professional Organizations

Student Nurses Association (SNA)

The Student Nurses' Association of the Mary Black School of Nursing welcomes pre-nursing and nursing students who are enrolled in the baccalaureate nursing program and the RN to BSN program Through their participation in various activities, students develop awareness of professional accountability and ethical standards mandated by the nursing profession. Planned, organized monthly meetings that focus on the provision of quality health care and advances in nursing education contribute to the student's knowledge base. By participation in SNA the students develop a leadership potential that will enable them to be future leaders in the nursing profession.

Sigma Theta Tau International Honor Society, Mu Rho Chapter

Sigma Theta Tau International, Honor Society of Nursing provides leadership and scholarship in practice, education and research to enhance the health of all people. They support the learning and professional development of members, who strive to improve nursing care worldwide.

The Mu Rho chapter of Sigma Theta Tau was chartered in March 1992. Membership is open to those students in the top 35 percent of the senior class who have attained a minimum cumulative GPA of 3.0. The specific purposes of the Honor Society of Nursing, Sigma Theta Tau International membership are to:

- Recognize superior achievement;
- Recognize the development of leadership qualities;
- Foster high professional standards;
- Encourage creative work; and
- Strengthen commitment to the ideals and purposes of the profession.

Bachelor of Science in Professional Nursing Curriculum Four-Year Track

Student Worksheet

_____ General Education Requirements[1]

I. Communication **9**
_____ SEGL 101 and SEGL 102
_____ SSPH 201

II. Mathematics **6**
_____ One math course: SMTH 120, 121[2], 126
_____ One additional math, logic, or statistics course: SMTH 102; SPSY 225[2]; SSOC 201

III. Information Technology **3**
_____ SCSC 138 or SIMS 101

IV. Natural Science **8**
_____ SBIO 242/242L
_____ SCHM 109/109L

V. Arts and Humanities **6**
**No more than 3 credit hours from a specific discipline will be accepted for the general education requirement under Arts and Humanities.*
_____ One fine arts course: SAAS 204; SATH 101, 105, 106; SMUS 110; STHE 161, 170
_____ One additional course from the following: SAAS 204; SAMS 101, 102; SATH 101, 105, 106; SEGL 250, 252, 275, 279, 280, 283, 289, 290, 291, 301, 319, 320, 322, 329, 330, 340, 350, 369, 383, 389, 391, 395, 398, 400, 401, 405, 406, 408, 409, 411, 412, 417, 419, 422-430, 436, 437, 447, 485; SFLM 240, 341, 342, 475, 481; SMUS 110; SPHL 102, 211; SREL 103; STHE 161, 170

VI. Foreign Language/Culture[3] **3**
Foreign language minimum 102 level
_____ SFRN 102; SGRM 102; SSPN 102 or placement in a 201 or higher level language course.**
*(**Students placing into the 201 or higher level of a language have satisfied this requirement and will not have additional hours in electives.)*

VII. History **3**
_____ SHST 111 or SHST 112

VIII. Social and Behavioral Sciences **6**
The following 2 courses representing 2 disciplines:
_____ SPSY 101
_____ SSOC 101

IX. Senior Seminar
_____ SBSN 497 (see major requirements)

[1]All courses must be completed with a minimum grade of C or better
[2]SMTH 121 or higher is the required prerequisite for SPSY 225

_____ Major Requirements[1]

_____ SBSN 305: Health Promotion 3
_____ SBSN 306: Intro to Professional Nursing 3
_____ SBSN 310: Health Assessment 2
_____ SBSN 310P: Health Assessment Practicum 1
_____ SBSN 320P: Foundations of Nursing Practicum 3
_____ SBSN 325P: Integrated Nursing Practicum 3
_____ SBSN 330: Health Alterations I 3
_____ SBSN 330P: Health Alterations I Practicum 2
_____ SBSN 340: Nursing of Childbearing Families 3
_____ SBSN 340P: Nursing of Childbearing Families Practicum 2
_____ SBSN 360: Child Health Nursing 3
_____ SBSN 360P: Child Health Nursing Practicum 2
_____ SBSN 370: Nursing Research 3
_____ SBSN 410: Health Alterations II 3
_____ SBSN 410P: Health Alterations II Practicum 3
_____ SBSN 420: Current Topics in Nursing 3
_____ SBSN 430: Leadership in Nursing Pr 3
_____ SBSN 441: Psychiatric Mental Health Nursing 3
_____ SBSN 441P: Psychiatric Mental Health Nursing Practicum 3
_____ SBSN 450: Health Alterations III 3
_____ SBSN 450P: Health Alterations II Practicum 2
_____ SBSN 461: Community & Public Health Nursing 3
_____ SBSN 461P: Community & Public Health Nursing Practicum 3
_____ SBSN 497: Issues in Professional Nursing 2
_____ SBSN 499P: Senior Practicum in Professional Nursing 3

_____ Supporting Courses[1]

_____ SBIO 232/232L 4
_____ SBIO 330/330L 4
_____ SPSY 302 3

_____ Electives[1, 3] 6

_____ _____
_____ _____

_____ Total Hours Required 128[3]

[3]If the 101 course is required, it may be counted as an elective. If the student places at the 201 level, the foreign language/culture competency has been fulfilled and the student will not be required to take an additional foreign language course or elective and can complete the BSN program with 125 credit hours.

Bachelor of Science in Nursing Suggested Course Sequence Outline: Four-Year Track[1]

(Other course sequences are also possible; students should seek guidance regarding prerequisites. SMTH 121 or higher is the required prerequisite for SPSY 225: Psychological Statistics. Part-time study in nursing is available but nursing courses must be completed within a maximum of 8 semesters; students should consult with their advisor for proper course sequencing.)

Freshman Year

Fall

SEGL 101	3
SBIO 232/L	4
SMTH 120, 121[2], or 126	3
SCSC 138 or SIMS 101	3
Elective	3
Semester total	**16**

Spring

SEGL 102	3
SCHM 109/L	4
SHST 111 or 112	3
SPSY 101	3
Fine Art (see list of approved courses)	3
Semester total	**16**

Sophomore Year

Fall

SBIO 242/L	4
SPSY 302	3
SSPH 201	3
SSOC 101	3
Elective[2]	3
Semester total	**16**

Spring

SBIO 330/L	4
SFRN 102 or SGRM 102 or SSPN 102	3
SMTH 102 or SPSY 225[2] or SSOC 201	3
Humanities (see list of approved courses)	3
Semester total	**13**

Junior Year (*Admission to the BSN program is required to enroll in SBSN courses 306 and higher).*

First semester[2]

SBSN 305	3
SBSN 306	3
SBSN 310	2
SBSN 310P	1
SBSN 320P	3
SBSN 325P	3
Semester total	**15**

Second semester[2]

SBSN 330	3
SBSN 330P	2
SBSN 340	3
SBSN 340P	2
SBSN 360	3
SBSN 360P	2
SBSN 370	3
Semester total	**18**

Senior Year

First semester[2]

SBSN 410	3
SBSN 410P	3
SBSN 420	3
SBSN 430	3
SBSN 441	3
SBSN 441P	3
Semester total	**18**

Second semester[2]

SBSN 450	3
SBSN 450P	2
SBSN 461	3
SBSN 461P	3
SBSN 497	2
SBSN 499P	3
Semester total	**16**
Total Hours Required	**128[3]**

Curriculum Option for Registered Nurses

The registered nurse track (RN/BSN) is designed for graduates of associate degree and diploma programs in nursing. It is comprised of courses in nursing, sciences and liberal arts. Registered nurses, who have completed successfully the elective, general education, and supporting courses, and who have met the admission requirements, may complete the program in one calendar year of study as outlined in the course sequence. Students must begin the program of study in the fall semester to complete the one-year option. Courses are offered via SC ETV, at the University Center Greenville, and via the Internet. Didactic classes on ETV and at UCG will be held one day per week, while internet courses are offered in the asynchronous mode. All registered nurse track students will complete clinical practica at times convenient to them and their preceptors. Students desiring part-time study or completion of the program of study on the USC Upstate campus will require a longer period of time to complete the program.

All policies related to the Bachelor of Science in Nursing four-year track program apply to the registered nurse track unless specifically identified as four-year track policies.

Admission Requirements

See Admission Requirements in this section.

Advanced Placement

Registered nurse track students may receive up to 35 semester credit hours in nursing based upon successful completion of an associate degree nursing program or a diploma nursing program, licensure as a registered nurse, and successful completion at USC Upstate of SBSN 350.

Continuation Standards

See Continuation Standards in this section.

Academic Residency

RN-BSN track students are required to meet the USC Upstate academic residency requirement. The last 25% (32 semester hours) of the curriculum must be courses offered through USC Upstate.

RN-BSN Track One-Year Option Course Sequence Outline

(Part-time study is also possible; students should seek guidance regarding required sequencing.)

Prerequisite Credit:

General Education Support Course, Electives	61
Advanced Placement Credit for Nursing Courses	35

Fall Semester

SBSN 350	3
SBSN 350S	2
SBSN 310	2
SBSN 310P	1
SBSN 430	3
Semester total	**11**

Spring Semester

SBSN 370	3
SBSN 420	3
SBSN 435P	4
Semester total	**10**

Summer

SBSN 461	3
SBSN 461P	3
SBSN 497	2
SBSN 498	3
Semester total	**11**
Total Hours Required	**128**

Bachelor of Science in Professional Nursing Curriculum RN-BSN Track
Student Worksheet

_____ General Education Requirements[1]

I. Communication **9**
_____ SEGL 101 and SEGL 102
_____ SSPH 201

II. Mathematics **6**
_____ One math course: SMTH 120, 121[2], 126
_____ One additional math, logic, or statistics course: SMTH 102; SPSY 225[2]; SSOC 201

III. Information Technology **3**
_____ SCSC 138 or SIMS 101

IV. Natural Science **8**
_____ SBIO 242/242L
_____ SCHM 109/109L

V. Arts and Humanities **6**
**No more than 3 credit hours from a specific discipline will be accepted for the general education requirement under Arts and Humanities.*
_____ One fine arts course: SAAS 204; SATH 101, 105, 106; SMUS 110; STHE 161, 170
_____ One additional course from the following: SAAS 204; SAMS 101, 102; SATH 101, 105, 106; SEGL 250, 252, 275, 279, 280, 283, 289, 290, 291, 301, 319, 320, 322, 329, 330, 340, 350, 369, 383, 389, 391, 395, 398, 400, 401, 405, 406, 408, 409, 411, 412, 417, 419, 422-430, 436, 437, 447, 485; SFLM 240, 341, 342, 475, 481; SMUS 110; SPHL 102, 211; SREL 103; STHE 161, 170

VI. Foreign Language/Culture[3] **3**
Foreign language minimum 102 level
_____ SFRN 102; SGRM 102; SSPN 102 or placement in a 201 or higher level language course.

VII. History **3**
_____ SHST 111 or SHST 112

VIII. Social and Behavioral Sciences **6**
_____ SPSY 101
_____ SSOC 101

IX. Senior Seminar **3**
_____ SBIO 497 (see major requirements)

_____ Major Requirements[1]

_____ SBSN 350: Professional Nursing Role Transition 3
_____ SBSN 350S: Professional Nursing Role Transition Seminar 2
_____ SBSN 310: Health Assessment 2
_____ SBSN 310P: Health Assessment Practicum 1
_____ SBSN 370: Nursing Research 3
_____ SBSN 420: Current Topics in Nursing 3
_____ SBSN 430: Leadership in Nursing Pr 3
_____ SBSN 435P: Professional Nursing Role Transition 4
_____ SBSN 461: Community & Public Health Nursing 3
_____ SBSN 461P: Community & Public Health Nursing Practicum 3
_____ SBSN 497: Issues in Professional Nursing Practice 2
_____ SBSN 498: Professional Nursing Role Transition Project 3

_____ Supporting Courses[1]

_____ SBIO 232/232L 4
_____ SBIO 330/330L 4
_____ SPSY 302 3

Advanced Placement
_____ Advanced Placement credit for RN-BSN track students who meet the advanced placement requirement **35**

_____ Electives[1] **6[3]**
_____ _____
_____ _____

_____ Total Hours Required 128

[1]All courses must be completed with a minimum grade of C or better
[2]SMTH 121 or higher is the required prerequisite for SPSY 225
[3]If the foreign language 101 course is required, it may be counted as an elective. If the student places at the 201 level, the foreign language/culture competency has been fulfilled and the student will not be required to take an additional foreign language course or elective and can complete the BSN program with 125 credit hours.

Course Descriptions

Descriptions

Descriptions of all courses offered for undergraduate credit are arranged alphabetically by academic discipline on the following pages. Not all courses are available every term. A schedule of classes is available before the registration period for each term as an announcement of course offerings. Students are advised to consult these schedules prior to registration. The University reserves the right to withdraw any course on the grounds of insufficient enrollment.

Course Numbering

USC Upstate courses numbered from 001 to 599 may be taken for undergraduate credit. The following distinctions are made among course numbers:

101-299 Lower division courses primarily for students with freshman and sophomore standing.
300-499 Upper division courses primarily for students with junior and senior standing.
400-599 Upper division courses primarily for students with senior standing.

With consent of the advisor, a student may take courses numbered above or below the level normally taken by their academic classification (freshman, sophomore, junior or senior).

Course Credit

The credit value of each course is usually determined by the number of class meetings per week for one semester. Two or three laboratory hours (one period) are equivalent to one class meeting. The semester hour credit for each course is included in each course description.

Prerequisites

Students may be removed from any class for which prerequisites or other defined requirements have not been met.

African American Studies (SAAS)

SAAS 201. Introduction to African American Studies (3) An introduction to the methods and themes of African American Studies. Topics include the development of the discipline, major frameworks, research and writing in the subject area. Prerequisite: SEGL 102.

SAAS 204. African American Culture (3) An introduction to the ideas and customs of African Americans including but not limited to artistic, anthropological psychological, linguistic, and culinary dimensions. Prerequisite: SEGL 102.

SAAS 398. Topics in African American Studies (3) Intensive study of selected topics. Prerequisite: SEGL 102.

American Studies (SAMS)

SAMS 101. American Studies, 17th-19th Century (3) A survey of the historical, political, social, economic and cultural forces that shaped American life from the early seventeenth to the late nineteenth century.

SAMS 102. American Studies, 20th Century (3) A survey of the historical, political, social, economic and cultural forces that have shaped American life in the twentieth century.

SAMS 398. Topics in American Studies (3) Interdisciplinary reading and research on selected aspects of American culture. May be taken more than once if the topic is different. Prerequisite: SAMS 101 or 102, junior/senior standing, or consent of instructor.

SAMS 399. Independent Study (1-3) An individualized, contracted program of study planned in conjunction with a faculty member. Prerequisite: consent of instructor.

Anthropology (SANT)

SANT 102. Understanding Other Cultures (3) Introduction to the concepts, methods and data of socio-cultural anthropology and anthropological linguistics.

Art Education (SAED)

SAED 330. Foundations of Art Education (3) Introduction to art education as a profession through theories, historical references and philosophies. Current initiatives in the field will be reviewed through educational research. Prerequisites: Minimum grade of "C" in SART 103 and 110.

SAED 429. Elementary and Middle School Methods for Art Education (3) Instructional strategies to construct appropriate curriculum for K-8 schools. The topics are artistic growth of children, responding to art works, studio production and classroom management. A portion of the course includes a 30 hour practicum component. Prerequisites: SAED 330 and admission to the professional program.

SAED 430. Secondary Methods for Art Education (3) Curriculum designs for secondary visual arts classroom. The development of instructional skills for various student populations is included in the course of study as well as research and current initiatives. The course includes a 30 hour practicum component in the schools. Prerequisites: SAED 429 and admission to the professional program.

SAED 450. School Art Program (3) Developing and working with essential components of visual arts programs in the schools, including the national and state standards with assessment methodology. Also a supervised clinical experience in the school art classrooms of 40 hours provides strategies to teach art in grades K-12. Observa-

tion and participation in classroom settings is required to focus on classroom management and conflict resolution. Prerequisites: SAED 429 and admission to the professional program in art education.

SAED 460. Directed Teaching in Art Education (3) A supervised clinical experience consisting of 15 weeks in school setting, normally with 50% in elementary level and the remaining 50% in the middle or secondary level. In addition to teaching in the K-12 school classroom, candidates participate in regular seminars where they (1) analyze problems relating to their K-12 experiences; (2) explore ethical and legal issues and trends in K-12 education; (3) consider current issues and trends in K-12 education; and (4) complete their professional portfolios. Prerequisite: approved application of directed teaching. Pass/Fail.

Art History (SATH)

SATH 101. Introduction to Art (3) Formal, historical and iconographic analysis of architectural monuments, paintings and sculpture; aspects of various theories of art and architecture.

SATH 105. History of Western Art: Prehistory-Middle Ages (3) Survey of the visual arts from the Paleolithic times to the Medieval period, with emphasis on the major civilizations of Egypt, the Ancient Near East, Rome, Byzantium and Medieval Europe.

SATH 106. History of Western Art: Renaissance-Present (3) Survey of the visual arts in Western civilizations from the Renaissance to the present.

SATH 205. History of American Art (3) Colonial times to 1860.

SATH 206. History of American Art - 1860/present (3) 1860 to the present.

SATH 210. African Art (3) The art of African peoples or peoples of African descent.

SATH 301. Women and Art: Prehistory-Middle Ages (3) History of the image of women in ancient cultures from 30,000 B.C.E. to 1300 C.E. Prerequisites: SEGL 102 or consent of instructor.

SATH 304. Southern Folk Art (3) Techniques and traditions of Southern folk art concentrating on artists of South Carolina. Prerequisite: SEGL 102.

SATH 306. History of Twentieth Century Art (3) Survey of western architecture, painting and sculpture. Emphasis is on reading, research and written material. Prerequisites: SATH 106 or SATH 206.

SATH 307. Interpreting Art (3) A systematic approach to analytical viewing, discussing and writing about art in order to derive pleasure, meaning and value. Popular, utilitarian and historical works of art will be critiqued. Prerequisite: SEGL 102 or consent of instructor.

SATH 350. Art History Study Abroad (3-6) Travel in selected regions outside the United States, and field study of historical and contemporary art and artists, with emphasis on art history.

SATH 398. Selected Topics in Art History (3) Intensive study of selected topics in art history.

SATH 399. Independent Study (3) Design and development of research projects of a complex and extensive nature. A student may repeat SATH 399 with a different independent study contract description for a total of no more than six hours of undergraduate credit. Prerequisites: Junior level standing and consent of the instructor.

SATH 450. Art History Study Abroad II (3-6) Travel in selected regions outside the United States, and advanced field study of historical and contemporary art and artists, with emphasis on art history. Prerequisite: 6 credit hours of art or consent of the instructor.

SATH 499. Art History Internship (3-6) Supervised work experience in an art history related environment, resulting in a meaningful project/activity for the employing form and a scholarly project for the student. For three internship credit hours, a minimum of 135 hours of scheduled work, periodic class meetings and consultation with the instructor are required. A contractual agreement signed by the employer, the student, the instructor, the dean of the college is mandatory. Standard grading. A student may repeat SATH 499 with a different internship description for a total of no more than six hours of undergraduate credit. Prerequisites: Junior level standing with 6 hours in art history or consent of the instructor.

Art Studio (SART)

SART 103. Fundamentals of Two Dimensional Design (3) Introduction to visual thinking and principles of two-dimensional design, including line, form, space, texture, color and basic technical skills.

SART 104. Fundamentals of Three Dimensional Design (3) Introduction to visual thinking and principles of three-dimensional design, including form, volume and space.

SART 108. Computer Graphics I (3) Introduction to the hardware and software used in creating graphic design and illustration.

SART 110. Drawing I (3) Introduction to the materials and techniques of drawing, emphasizing visual perception and drawing skills.

SART 202. Ceramics I (3) Process of forming, decorating, glazing and firing. Prerequisite: SART 104 or consent of instructor.

SART 203. Color and Composition (3) Color theory and compositional systems. Prerequisite: SART 103.

SART 204. Three Dimensional Studies II (3) Materials and techniques of three dimensional design and sculpture beyond the introductory level. Prerequisite: SART 104.

SART 205. Digital Art I (3) Creative approaches to developing fine art projects at the intermediate level using raster and vector computer graphics. Projects emphasize image development, two and three-dimensional design solutions and content. Prerequisites: SART 108 or consent of instructor.

SART 206. Illustration I (3) Introduction to illustration with an emphasis on visual problem solving, creativity, effective communication and aesthetics. Visual skills are defined through exploration of various media resulting in appropriate visual solutions for illustration communication. Prerequisite: SART 103, SART 210, or consent of instructor.

SART 207. Printmaking I (3) Materials and techniques of major printmaking processer in historical and contemporary application. Techniques include relief, intaglio, lithography and monotype. Prerequisite: SART 203.

SART 210. Drawing II (3) Materials and techniques of drawing beyond the introductory level. Prerequisite: SART 110 or consent of instructor.

SART 211. Introduction to Painting (3) Materials and techniques of painting, emphasizing color theory, compositional structures, content, and expression. Prerequisite: SART 203 or consent of instructor.

SART 214. Graphic Design I (3) Creative problem-solving with emphasis on 2-D solutions to conceptual problems; translation of concept into form using word, image and layout; introduction to history of graphic design and typography. Prerequisites: SART 108. Prerequisite or corequisite: SART 110 or consent of the instructor.

SART 228. Business for the Visual Artist (3) Aspects of business relevant to the visual artist, emphasizing basic accounting and taxes; marketing and promotion; copyrights; sales by artist, gallery, or agent; and contracts. Feedback is received through class discussions and exercises, written examinations, and a final team project. Prerequisites: 6 hours of art history and/or art studio or consent of instructor.

SART 229. Introduction to Crafts (3) Traditional craft media: techniques, design and contemporary concepts.

SART 230. Design and Technology (3) Introduction for non-majors to design principles, layout and publication using computer technology and emphasizing practical uses and applications. Does not count for credit in the B.F.A. Art Studio degree. Prerequisite: SCSC 138 or higher.

SART 231. Introduction to Life Drawing (3) Emphasis on visual perception and skills of life drawing from the live model in a variety of media, using both clothed and unclothed male and female models. Prerequisite: SART 210 or consent of instructor.

SART 255. Art Practicum (1) Participation in art production and activities, including art gallery and art exhibition preparation and maintenance, exhibition publicity and announcement design and distribution, studio and equipment preparation maintenance and monitoring, art information services including art department and art gallery web site design and maintenance. No formal class meetings. Requires 30 contact hours per semester. May be repeated for a total of four credits.

SART 261. Introduction to Photography (3) Techniques and procedures of photography, including processing. Prerequisite: SART 103 or consent of instructor.

SART 262. Digital Photography (3) Technical, aesthetic and conceptual procedures of digital photography including composing, shooting, processing, manipulation and printing. Prerequisite: SART 108.

SART 302. Ceramics II (3) Ceramic processes and techniques and technical investigation in clay bodies and glazes with emphasis on the wheel throwing technique. Prerequisite: SART 202 or consent of instructor.

SART 305. Digital Art II (3) Creative approaches to developing fine art projects at the advanced level using raster and vector computer graphics. Projects emphasize personal image development, two and three-dimensional design solutions, and content. Prerequisite: SART 205.

SART 306. Illustration II (3) Continued exploration of visual communication with an emphasis on concept and professional quality of work. Prerequisite: SART 206 or consent of instructor.

SART 307. Printmaking II (3) Intermediate application of materials and techniques of major printmaking processes in historical and contemporary application. Emphasis is on content, individual expression, and series development. Prerequisite: SART 207.

SART 310. Drawing III (3) Methods and materials of graphic representation and expression with emphasis on individual creative expression. Prerequisite: SART 210.

SART 311. Painting II (3) Intermediate application of materials and techniques of painting processes using representational and non-representational subject matter. Emphasis is on content and individual expression. Prerequisite: SART 211.

SART 314. Graphic Design II (3) Continuation of translation of concept into form with emphasis on typography, letterforms, typographic syntax and type specification. Prerequisite: SART 214 or consent of instructor.

SART 315. Graphic Design III (3) Advanced design

problems with emphasis on individual development and exploration of contemporary design issues. Prerequisite: SART 314 and successful completion of portfolio review.

SART 318. Interface Design I (3) Introduction to technical and aesthetic concepts and problem solving of interface design including but not limited to web design, CD ROM design, collection and preparation for basic assets (graphics, video, sound). Prerequisite; SART 214 or consent of instructor.

SART 350. Art Study Abroad (3-6) Travel in selected regions outside the United States, and field study of historical and contemporary art and artists with emphasis on studio techniques.

SART 361. Photography II (3) Technical, historical and aesthetic aspects of photography. Projects allow the development of personal imagery and technique. Prerequisite: SART 261.

SART 362. Photography III (3) An historical and critical approach to photography. Several major projects utilize traditional or alternative techniques. Prerequisites: SART 361.

SART 391. Motion Graphic Design (3) Introduction to animated interface design as applied to the graphic design and communications industry. Prerequisite: SART 318.

SART 398. Special Topics in Art (3) Intensive study of selected topics in art. Prerequisites: junior level standing with 6 hours in art or consent of the instructor.

SART 399. Independent Study (1-6) Opportunities to design and develop projects of a complex and extensive nature in keeping with the student's major creative interests. A student may repeat SART 399 with a different independent study contract description for a total of no more than six hours of undergraduate credit. Prerequisite: Junior level standing and consent of instructor.

SART 402. Ceramics III (3) Advanced ceramic processes and techniques and technical investigation in clay bodies and glazes with emphasis on the wheel throwing technique. Prerequisite: SART 302.

SART 407. Printmaking III (3) Intaglio, lithography, block printing, and the advanced execution of original works in these media. Prerequisite: SART 307.

SART 410. Drawing IV (3) Advanced methods and materials of graphic representation and expression with emphasis on individual creative expression. Prerequisite: SART 310.

SART 411. Painting III (3) Advanced application of materials and techniques of painting processes using representational and non-representational subject matter. Emphasis is on content, individual expression, and series development. Prerequisite: SART 311.

SART 414. Graphic Design IV (3) Graphic problem solving in the community/business environment; advanced production techniques for the graphic designer. Prerequisite: SART 315.

SART 418. Interface Design II (3) Intermediate interface design with emphasis on individual development and exploration of contemporary technical and aesthetic design issues including but not limited to web design, CD ROM design, collection and preparation of basic assets (graphics, video, sound). Prerequisite: SART 318 or consent of instructor.

SART 450. Art Study Abroad II (3-6) Travel in selected regions outside the United States, and advanced field study of historical and contemporary art and artists, with emphasis on studio techniques. Prerequisite: 6 credit hours of art or consent of the instructor.

SART 489. Senior Portfolio Development (3) Revision and finalization of projects, thesis, portfolio/vita preparation. Prerequisites: SART 315; Corequisite: SART 414.

SART 490. Senior Seminar Graphic Design (3) Preparation of thesis, senior exhibition, portfolio finalization, oral presentation, and explorations of ethical issues. Prerequisite: SART 489.

SART 499. Art Studio Internship (3-6) Supervised work experience in an art environment, resulting in a meaningful project/activity for the employing firm and a scholarly project for the student. For three internship credit hours, a minimum of 135 hours of scheduled work, periodic class meetings and consultation with the instructor are required. A contractual agreement signed by the employer, the student, the instructor, the dean of the college is mandatory. Standard grading. A student may repeat SART 499 with a different internship description for a total of no more than six hours of undergraduate credit. Prerequisites: Junior level standing with 6 hours in art or consent of the instructor.

Astronomy (SAST)

SAST 111. Descriptive Astronomy (3) The universe: physical processes and methods of study. (SAST 111L is available for additional credit.)

SAST 111L. Descriptive Astronomy Laboratory (1) Demonstrations, exercises and night viewings. Three hours per week. Prerequisite or Corequisite: SAST 111.

Biology (SBIO)

SBIO 101. Biological Science I (4) Biological principles underlying cell chemistry, cell biology, classification, plant diversity, plant anatomy, and physiology. Designed

for science majors. Three class and three laboratory hours per week.

SBIO 102. Biological Science II (4) Biological principles underlying cell origins, genetics, diversity of monera, protista, and animals; mammalian anatomy and physiology. Dissection of preserved specimens is required. Prerequisite: SBIO 101. Designed for science majors. Three class and three laboratory hours per week.

SBIO 110. General Biology (4) Current principles of cell biology, biochemistry, genetics, reproduction, development, and plant and animal diversity, as well as societal concerns. Not for major credit. Three class and three laboratory hours per week.

SBIO 201. Introduction to Ecology and Evolutionary Biology (4) Basic, applied, and theoretical ecology and the foundations of evolutionary biology. Laboratories illustrate lecture concepts and provide experience with fundamental skills of biostatistics, hypothesis testing, and scientific writing. Prerequisites: SBIO 101 and 102 with a "C" or better or consent of instructor. Three class and three laboratory hours per week.

SBIO 202. Introduction to Cell and Molecular Biology (4) Basic principles of the origin, evolution, function and diversity of cells. Emphasis is placed on molecular level approaches to the scientific study of eukaryotic cell function, physiology, metabolism, ultrastructure, and evolution, as well as the use of cells relevant to medical, biosocial, and bioenvironmental issues. Prerequisite: SBIO 201 with "C" or better. Three class and three laboratory hours per week.

SBIO 206. Genetics and Society (3) Fundamentals of genetics, with an emphasis on human genetics; relevance of recent advances and concerns in contemporary society related to genetic technology. Not for major credit.

SBIO 232. Human Anatomy (4) Gross and microscopic structure of the systems of the human body including essential technical terminology. Dissection of preserved specimens is required. Three class and three laboratory hours per week.

SBIO 240. Human Biology and Society (3) Fundamentals of functional human biology; development of a relevant knowledge of medical issues and concerns in contemporary society such as cloning, emerging diseases, genetic testing, cancer, emphysema, organ transplants and cardiovascular disease. Not for major credit.

SBIO 242. Human Physiology (4) Functions of systems of the body emphasizing homeostasis, biochemistry and control mechanisms. Three class and three laboratory hours per week. Prerequisite: SBIO 232, and SCHM 109 or SCHM 111.

SBIO 270. Environmental Science (3) The interrelationship of humans and their environment emphasizing the impact of pollution on human health. Not for major credit.

SBIO 310. Invertebrate Zoology (4) Phylogenetic and comparative aspects of anatomy, physiology, ecology, reproduction and embryology of the invertebrates. Dissection of preserved specimens is required. Three class and three laboratory hours per week. Prerequisites: SBIO 101 and 102 or consent of instructor.

SBIO 315. Comparative Vertebrate Anatomy (4) Phylogenetic and comparative aspects of structure, development, and evolution. Dissection of preserved specimens is required. Three class and three laboratory hours per week. Prerequisites: SBIO 101 and 102 or consent of instructor.

SBIO 320. General Botany (4) Phylogenetic survey of the morphology, anatomy, and taxonomy of the major plant divisions. Three lecture and three laboratory hours per week. Prerequisites: SBIO 101 and 102 or consent of instructor.

SBIO 330. Microbiology (4) Introduction to bacteria and viruses, emphasizing morphology, pathogenic microbes, antigen-antibody relationships, and antimicrobial agents in chemotherapy. Three class and three laboratory hours per week. Prerequisites: four hours of biological science and SCHM 109 or SCHM 111 or consent of instructor.

SBIO 350. Genetics (4) Basic principles of transmission, molecular and population genetics. Three class and three laboratory hours per week. Prerequisites: SBIO 101 and 102 or consent of instructor.

SBIO 370. Pathophysiology (3) Disruptions of normal physiology, processes that bring about disruptions, and manifestations of disruptions. Prerequisites: SBIO 232, 242 and 330 or consent of instructor.

SBIO 375. Evolutionary Biology (4) Historical development of evolutionary theory; natural and sexual selection; micro-and macroevolution; mass extinctions; current concepts of phylogeny and systematics; human evolution. Laboratories illustrate lecture concepts as well as readings from the primary literature. Three class and three laboratory hours per week. Prerequisite: SBIO 201 or consent of instructor.

SBIO 380. Biogeography (4) The distribution of plant and animal species and the ecological, biological and geographic phenomena controlling such patterning. Labs consist of a series of weekend field trips. Prerequisites: SBIO 101 and 102 or consent of instructor.

SBIO 390. Gross Human Anatomy (3) An investigation of human anatomy using cadaver dissection in a laboratory setting. Prerequisite: SBIO 232 or consent of instructor.

SBIO 395. Internship in Biological Science (1-3) Supervised work experience in biological science. A minimum of three hours work per week is required for each credit hour. A contractual agreement signed by the supervisor, the

student, the instructor, and the division chair is required. Prerequisite: junior or senior standing. Pass/fail credit.

SBIO 398. Topics in Biology (1-3) Intensive study in selected areas. Individual topics are announced. Prerequisite: consent of instructor.

SBIO 399. Independent Study (1-3) Directed research project. Prerequisite: consent of instructor. Not for major credit.

SBIO 507. Developmental Biology (4) Morphogenetic patterns of embryonic development along with their molecular and cellular bases; and mechanisms of differentiation. Three class and three laboratory hours per week. Prerequisites: SBIO 101 and 102 or consent of instructor.

SBIO 525. Plant Taxonomy (4) The major classes of flowering plants found in South Carolina. Emphasis is placed on economic and horticultural uses. Three class and three laboratory hours per week. Prerequisites: SBIO 101 and 102 or consent of instructor.

SBIO 530. Histology (4) The microscopic anatomy of human cells, tissues and organs. Three class and three laboratory hours per week. Prerequisites: two semesters of biological science and two semesters of chemistry.

SBIO 531. Parasitology (4) Parasites of animals, with emphasis on the immunological, clinical and epidemiological aspects of human parasitism. Dissection of specimens is required. Three class and three laboratory hours per week. Prerequisites: two semesters of biological science and two semesters of chemistry.

SBIO 534. Animal Behavior (4) Identification and classification of behavior patterns exhibited by various species of animals; the development of behavior; proximate and ultimate causes of behavior. Three hours class and three hours laboratory per week. Prerequisites: six credits in basic psychology, or SPSY 101 and SBIO 102.

SBIO 535. Neurobiology (4) Introduction to neuroanatomical-functional relationships. Topics include the anatomical organization of major nuclei and tracts, neurochemical mechanisms, and neural integration of behavior. Three class and three laboratory hours/week. Prerequisites: SBIO 101 & 102 or consent of instructor.

SBIO 540. Immunology (4) Introduction to the molecular and cellular basis of the immune response. Topics include anatomy of the lymphoid system, and innate immune response, lymphocyte biology, antigen-antibody interactions, humoral and cellular effector mechanisms; control of immune responses, and the evolution of immunodefense mechanisms. Prerequisites: SBIO 102 and SCHM 112; and Pre- or Corequisite: SBIO 330 or 340; or consent of instructor. Three class and three laboratory hours per week.

SBIO 541. Biochemistry I (3) (=SCHM 581) Structure and function of the major classes of biological compounds and biological membranes. Content includes a kinetic and equilibrium based approach to biological transport and catalysis, signaling, and an introduction to bioenergetics. Prerequisite: SCHM 332 or consent of instructor.

SBIO 542. Biochemistry II (3) (=SCHM 582) Chemistry of biological information pathways. DNA, RNA, and protein metabolism, organization of genes on chromosomes, regulation of gene expression, and applications of these topics to biotechnology problems are covered. Prerequisite: SBIO 541/SCHM 581 or consent of instructor.

SBIO 543L. Biochemistry Laboratory (1) (=SCHM 583L) A survey of laboratory methods in biochemistry. Three laboratory hours per week. Prerequisite or corequisite: SCHM 581 or 582.

SBIO 550. Molecular Cell Biology (4) Structure and functions of nucleic acids and proteins; molecular arrangement of prokaryotic, and eukaryotic genomes; the processes of DNA replication, DNA repair, gene transcription, and protein translation; control and coordination of gene activity as they relate to cellular processes in normal and disease states. Techniques used in contemporary molecular biology labs including recombinant DNA, electophoresis of nucleic acids and proteins, Western blotting, and bioinformatics are covered in the laboratory. Three class and three laboratory hours per week. Prerequisites: SBIO 202 and eight hours of chemistry, or consent of instructor.

SBIO 570. Principles of Ecology (4) Interactions of organisms and the environment; ecosystems structure and functions. Three class and three laboratory hours per week. Prerequisite: SBIO 102.

SBIO 599. Senior Seminar (3) Integration of biological knowledge at an advanced level and exploration of ethical issues. Prerequisites: statistics, SSPH 201, and a minimum grade of "C" in SBIO 101, SBIO 102, SBIO 201, SBIO 202, and 12 hours of biology coursework at the 300 level or above; or consent of instructor.

Business Administration (SBAD)

SBAD 225. Financial Accounting (3) Principles of external financial reporting for business entities, including income measurement and determination of financial position. Prerequisites: SMTH 120 or 121 or 126.

SBAD 226. Managerial Accounting (3) Attention-directing and problem solving functions of accounting in relation to planning and control, evaluation of performance, and special decisions. Prerequisite: SBAD 225.

SBAD 290. Introduction to Business Information Systems (3) Fundamental information systems concepts and overview of information technology. Topics include: computer hardware, information systems software, tele-

communications, Networks database and spreadsheet applications, business applications, and the Internet, Electronic commerce, and the World Wide Web. Prerequisites: SCSC 138 or 141.

SBAD 298. Gateways to Business (3) Nature of business and business skills required for success in the twenty-first century. Business environments in the Upstate are discussed in relation to individual career goals.

Note: Junior standing (60 semester hours earned) is a prerequisite for all 300 level or above business administration and economics courses. Additional prerequisites are included in individual course descriptions.

SBAD 331. Intermediate Accounting I (3) Financial accounting theory and practice as they relate to generally accepted accounting principles. Included are external financial reports with emphasis on the balance sheet and the income statement. Prerequisites: Junior standing and SBAD 226.

SBAD 332. Intermediate Accounting II (3) Expands upon the financial accounting concepts and principles developed in Intermediate Accounting I. Key concepts include current liabilities, bonds, earnings per share, pensions, leases, and stockholders' equity. Prerequisites: Junior standing and SBAD 331 with a minimum grade of C.

SBAD 333. Cost Accounting (3) Cost accounting for production management. Cost systems for internal control, standard cost, inventory planning and control, capital budgeting; relationship between cost accounting and other quantitative areas; and other current cost topics are included. Prerequisites: Junior standing and SBAD 226.

SBAD 335. Individual Tax Planning (3) Federal income tax law as it relates to planning individual transactions to minimize income taxes. Includes preparation of individual tax returns. Prerequisites: Junior standing and SBAD 226.

SBAD 336. Fund Accounting (3) Principles and procedures of accounting for the various funds of governmental and institutional organizations and budgetary accounting for planning and controlling revenues and expenditures. Prerequisites: Junior standing and SBAD 225.

SBAD 347. Legal Environment of Business (3) Legal system; crimes and torts; consumer law, anti-trust, labor and employment law; environment and insurance; contracts and agency; business ethics; and international matters. Prerequisite: Junior standing.

SBAD 348. Issues in Commercial Law (3) Corporations, bankruptcy, and the Uniform Commercial Code. Prerequisites: Junior standing and SBAD 347.

SBAD 350. Principles of Marketing (3) Exchange relationships between buyers and sellers in a dynamic global marketplace. Focus areas include: environmental analysis, marketing research, buyer behavior, marketing strategy, business ethics, and the societal impacts of marketing activity of integrated marketing organizations. Prerequisite: Junior standing.

SBAD 351. Consumer Behavior (3) Consumer decision-making processes in a dynamic global marketplace. Selected concepts from psychology, sociology, economics, anthropology, and other behavioral disciplines are examined to develop a managerial perspective on predicting and interpreting consumer responses to marketing strategies. Prerequisites: Junior standing and SBAD 350.

SBAD 352. Marketing Communications (3) Selection and implementation of promotional strategies in a dynamic global marketplace. Focus areas include: integrated marketing communication processes, psychological, sociological and cultural factors influencing promotion decision making. Prerequisites: Junior standing and SBAD 350.

SBAD 363. Business Finance (3) Procurement and management of wealth by privately owned profit-seeking enterprises. Prerequisites: Junior standing, SBAD 225 and SECO 291.

SBAD 364. Financial Institutions and Markets (3) Financial institutions and money and capital markets with consideration of their roles in the intermediation process. Emphasis is on the goals of these institutions and how they accomplish these goals within regulatory and tax constraints in highly competitive markets. Prerequisite: Junior standing.

SBAD 365. Principles of Investments (3) The conceptual and analytical framework for formulating investment policies. An overview of the traditional securities markets for stocks, bonds, options, and non-traditional investment such as financial futures, commodities, and international markets is emphasized. Prerequisite: Junior standing.

SBAD 369. Personal Finance (3) Life insurance, health insurance, wills, trusts, social security, stocks, bonds, real estate, mutual funds, and other uses of funds. Prerequisite: Junior standing.

SBAD 371. Organizational Management and Behavior (3) Survey of functions of management and forms of organizational behavior demonstrated in all types of organizations, with a focus on group and individual dynamics in organizations, quality, competitiveness and the global environment, and a heavy emphasis on managing workforce diversity including ethnic, cultural, and gender diversity. Prerequisite: Junior standing.

SBAD 372. Operations Management (3) Managing the direct resources required by the firm to create value through the production of goods, services and information. There is a strong emphasis on supporting the decision-making process throughout organizations with quantitative tools and techniques. Topics include process selection, quality tools, inventory management techniques and supply chain management. Prerequisites: Junior standing, SECO 291 and SMTH 121 or equivalent.

SBAD 374. Management of Human Resources (3) A line and staff function utilizing modern-day concepts and practices. Topics include: employment, training, employee services, compensation, industrial relations, and legal constraints. Prerequisite: Junior standing.

SBAD 377. Advanced Organizational Behavior (3) The study of the impact of individuals, groups and structure on behavior in a business organization in order to improve organizational performance. Prerequisites: Junior standing, and SBAD 371.

SBAD 378. The International Business Enterprise (3) The multinational firm: its development, organization, management, differentiation from domestically oriented firms, and its future. Prerequisites: Junior standing and SBAD 371. A foreign language course is strongly recommended.

SBAD 390. Business Technology and Information Systems (3) Development, use and management of business information systems. Topics include information systems for business operations, management information and decision support systems, information systems development, issues and challenges relating to global information systems and technology including security and ethics. Prerequisites: Junior standing, SBAD 290 or SCSC 300 or SIMS 201.

SBAD 398. Topics in Metropolitan Business Studies (3) Intensive study in contemporary areas of business such as corporate responsibility, cultural diversity and ethics. Topics are selected to meet current industry, faculty and student interest. Experiential learning is emphasized. May be repeated with permission of advisor. Prerequisite: Junior standing and SBAD 371.

SBAD 399. Independent Study (1-6) Prerequisite: Junior standing.

SBAD 432. Advanced Federal Income Tax (3) Estates and trusts, partnerships, corporations, foreign income, gift, and social security taxes. Prerequisite: SBAD 335.

SBAD 433. Accounting Control Systems (3) Skills, tools and procedures needed to evaluate EDP controls. Program, system and business level controls are presented to show how the accounting, ethical and legal considerations should be integrated into the design of business accounting and auditing systems. Prerequisites: (SBAD 331 or SBAD 333) and (SBAD 290 or SIMS 201).

SBAD 435. Auditing (3) Effectiveness of internal control systems, ethics, legal liability, the auditing of information processing systems, the audit application of statistical sampling, and the reporting function of the independent auditor are examined. Prerequisites: SECO 292, SBAD 332; Prerequisite or Corequisite: SBAD 433.

SBAD 437. Advanced Accounting (3) Accounting for business combinations, consolidated financial statements, governmental entities, and not-for-profit organizations. Prerequisites: SBAD 332.

SBAD 452. International Marketing (3) Selection of markets and the development of marketing strategy in a dynamic global marketplace. The influences of different demographic, political, legal, cultural, competitive economic, technological, and natural environments are highlighted in order to conduct business across political borders. Prerequisites: SBAD 350.

SBAD 456. Business Marketing (3) Industrial, governmental, and non-for-profit sector markets as distinguished from personal household consumption. The methods used by marketers to create marketing strategies throughout an integrated supply-chain in a dynamic global marketplace. Prerequisites: SBAD 350.

SBAD 457. Marketing Research (3) Research methods and procedures used in the marketing process. Particular emphasis is given to the sources of market data, sampling, preparation of questionnaires, collection and interpretation of data and the relation of market research to the policies and functions of the business enterprise. Emphasis is placed upon differences in life-style, beliefs and attitudes, and their influences upon the marketing decisions of the firm. Prerequisites: SBAD 350 and SECO 291 or equivalent.

SBAD 458. Marketing Management (3) Strategic marketing decision-making in integrated organizations competing in the dynamic global marketplace. Focus areas include: the policy areas of an organization, marketing research, marketing strategy, buyer behavior, forecasting, cost and profit analysis, and total quality management. Prerequisite: Junior standing and SBAD 350, 351 and 352.

SBAD 459. Personal Selling and Sales Management (3) Development of personal selling skills and management of sales function. Focus areas include: preparation, prospecting, interviewing, trial closes, handling objections, closing after-sales support, recruitment, selection, motivation, training, and development, compensation, supervision, and other managerial topics. Prerequisites: SBAD 350.

SBAD 461. International Business Finance (3) Financial management of a multinational business enterprise. Topics include subsidiary working capital management, financial analysis of overseas ventures, sources of international capital, funds remittance policies, trade finance, exchange risk management policies, and techniques of financial control. Prerequisite: SBAD 363.

SBAD 471. New Business Enterprise (3) Analysis of business opportunities; planning and establishing a business organization to exploit an opportunity; management of a small business. Prerequisite: SBAD 371.

SBAD 475. Advanced Operations Management (3) Theory and application of contemporary methods of managing operations. Topics may include forecasting, master planning, advanced supply chain management, project management, facility location factors, and competitive strategies in a global market. Prerequisite: SBAD 372.

SBAD 476. Statistical Process Control (3) Basic statistical process control and process capability improvement procedures in the framework of the Deming management philosophy. Prerequisites: Junior standing, SECO 292 or equivalent.

SBAD 478. Business Policy (3) Multifunctional approach to the study of organizational problems and opportunities. Knowledge gained in previous courses is applied to the functions of an organization through use of strategies, objectives, policies, technology, environment, systems, ethics, and decision making. Requirements include individual research accompanied by written and oral presentations. Prerequisites: Senior standing and all SBAD and SECO core courses.

SBAD 499. Business Internship (1-6) Supervised work experience in the business environment resulting in a meaningful product for the employing firm and a scholarly project for the student. A minimum of 42 hours of scheduled work per one hour of academic credit, periodic class meetings, and individual consultation with the instructor is required. A contractual agreement signed by the employer, the student, the instructor, and the dean is mandatory. Prerequisite: Junior standing—A student must have earned a minimum of 36 credit hours in business and economics courses and have an overall GPA of 2.5 or higher or a 2.5 GPA on twelve or more hours for the previous semester. Pass/fail credit.

Chemistry (SCHM)

Note: Occupational Safety and Health Administration (OSHA) regulations require that everyone who enters chemistry laboratories wear safety goggles.

SCHM 101. Fundamental Chemistry I (4) Survey of inorganic and solution chemistry. Non-science majors only. Three class, one recitation, and two laboratory hours per week.

SCHM 102. Fundamental Chemistry II (4) Survey of organic and biochemistry. Non-science majors only. Three class, one recitation, and two laboratory hours per week. Prerequisite: SCHM 101 or 111.

SCHM 105, 106. Chemistry and Society I and II (3,3) Survey of chemistry and its impact on technology, the environment, modern life, and thought. Need not be taken in sequence. Non-science majors only. (SCHM 107 laboratory is available for additional credit.)

SCHM 107L. Chemistry and Society Laboratory (1) Three laboratory hours per week. Prerequisite or corequisite: SCHM 105 or 106. (Credit may be earned only once.)

SCHM 109. Chemistry of Living Things (4) Chemical principles of including the structure of and energy associated with matter; quantitative kinetic and equilibrium analysis of chemical and physical processes. The structure and function of biological macromolecules and the molecular basis of inheritance are surveyed. Non-science majors only. Three lecture, one recitation, and two laboratory hours per week. Prerequisite: SMTH 120 or higher, except statistics, or higher placement in SMTH. Prerequisite or corequisite: SCSC 138 or consent of instructor.

SCHM 111. General Chemistry (4) Chemical principles with emphasis on stoichiometry, atomic structure, bonding, and molecular structure. Three class, one recitation, and two laboratory hours per week. Prerequisite or corequisite: SMTH 121 or higher, except statistics or consent of instructor.

SCHM 112. General Chemistry and Qualitative Analysis (4) Chemical equilibrium, acids and bases, oxidation-reduction, and inorganic qualitative analysis. Three class, one recitation, and three laboratory hours per week. Prerequisites: SCHM 111.

SCHM 321. Quantitative Analysis (3) Principles of gravimetric, volumetric, and basic instrumental methods of analysis. Three class hours per week. Prerequisite: SCHM 112.

SCHM 321L. Quantitative Analysis Laboratory (1) Practice of volumetric, gravimetric, and simple instrumental methods of analysis. Three laboratory hours per week. Corequisite: SCHM 321.

SCHM 331, 332. Organic Chemistry (3,3) Nomenclature, reactions, and syntheses of carbon compounds with emphasis on reaction mechanisms. Three class hours and one recitation hour per week. Prerequisite for 331: SCHM 112 or consent of instructor. Prerequisite or corequisite for 332: SCHM 331.

SCHM 331L, 332L. Organic Chemistry Laboratory (1,1) A survey of laboratory methods of organic chemistry. Three laboratory hours per week. Prerequisite or corequisite for 331L: SCHM 331. Prerequisites for 332L: SCHM 331L and SCHM 332 or concurrent enrollment in SCHM 332.

SCHM 395. Internship in Chemistry (1-3) Supervised work experience in chemistry. A minimum of three hours per week is required for each credit hour. A required contractual agreement is signed by the supervisor, the student, the instructor, and division chair. Prerequisite: junior or senior standing. Pass/fail credit.

SCHM 397. Junior Seminar (1) Searching and reading chemical literature and presentation of papers in a journal club format. Class meets with the chemistry Senior Seminar (SCHM 599) and presentations by SCHM 599 students will be observed. Prerequisite: SCHM 331, 331L. Corequisite: SCHM 321, 332, 332L.

SCHM 499. Undergraduate Research (1-3) Directed research project introducing the student to the methods of chemical research. A written report on work accomplished is required at the end of each semester. Research involves laboratory and/or library work as determined by the instructor. The student can sign up for 1-3 hours of research each semester with a maximum of 9 hours total credits for undergraduate research. (Not for major credit). Prerequisite: consent of instructor.

SCHM 511. Inorganic Chemistry (3) Atomic structure, molecular orbital theory, coordination, compounds, redox chemistry, crystal structures, and a systematic study of the periodic table. Prerequisites: SCHM 321 and SCHM 331.

SCHM 512L. Inorganic Chemistry Laboratory (1) Syntheses with high pressure reactions, the use of unfamiliar solvents, high temperature and inert atmosphere, and the application of infrared, ultraviolet, nuclear magnetic resonance, and mass spectroscopy to inorganic chemistry. Three laboratory hours per week. Prerequisite: SCHM 331L. Prerequisite or corequisite: SCHM 511.

SCHM 522. Instrumental Methods of Analysis (4) Theory, instrumentation, and applications of modern instrumental techniques. Three class and three laboratory hours per week. Prerequisite: SCHM 321.

SCHM 530. Spectrometric Identification of Organic Compounds (3) Development and application of methods of obtaining and interpreting spectrometric data in terms of structural organic chemistry. Topics include infrared, ultraviolet, visible, and nuclear magnetic resonance spectroscopy. Prerequisite: SCHM 332 or consent of instructor.

SCHM 534. Polymer Chemistry (3) Fundamentals of macromolecular science with an emphasis an synthesis and characterization. Prerequisite: SCHM 332.

SCHM 541. Physical Chemistry I (3) Macroscopic systems including thermodynamics and chemical equilibrium. Prerequisites: SCHM 321 and SPHS 202. Co-registration in SPHS 212 is an alternative to having completed SPHS 202. Prerequisite or corequisite: SMTH 244.

SCHM 541L. Physical Chemistry I Laboratory (1) Applications of physical chemical techniques to thermodynamics, chemical equilibrium and chemical kinetics. Three laboratory hours per week. Prerequisite: SCHM 321L. Corequisite: SCHM 541.

SCHM 542. Physical Chemistry II (3) Microscopic systems including quantum theory and its applications to electronic structure and spectroscopy. Prerequisite: SCHM 541.

SCHM 542L. Physical Chemistry II Laboratory (1) Applications of physical chemical techniques to quantum mechanics and spectroscopy. Three laboratory hours per week. Prerequisite: SCHM 541L. Corequisite: SCHM 542.

SCHM 581. Biochemistry I (3) (=SBIO 541) Structure and function of the major classes of biological compounds and biological membranes. Content includes a kinetic and equilibrium based approach to biological transport and catalysis, signaling, and an introduction to bioenergetics. Prerequisite: SCHM 332 or consent of instructor.

SCHM 582. Biochemistry II (3) (=SBIO 542) Chemistry of biological information pathways. DNA, RNA, and protein metabolism, organization of genes on chromosomes, regulation of gene expression, and applications of these topics to biotechnology problems are covered. Prerequisite: SBIO 541/SCHM 581 or consent of instructor.

SCHM 583L. Biochemistry Laboratory (1) (=SBIO 543L) A survey of laboratory methods in biochemistry. Three laboratory hours per week. Prerequisite or corequisite: SCHM 581 or 582.

SCHM 599. Senior Seminar (3) Integration and assessment of chemical knowledge at an advanced level, exploration of ethical issues, research, and oral presentation. Prerequisites: SSPH 201, SCHM 321, SCHM 332, SCHM 541 and one course from SCHM 511, 522, 530, 561, 581, 582.

Communication (SCOM)

SCOM 375. Communication Research Methods (3) Fundamentals of communications research methods and applications. Topics include survey research, observational and experimental studies, primary research data-gathering techniques, secondary research sources, data analysis, message, market, competitive and audience research measures. Prerequisites: SJOU 301 and SSPH 301; or consent of the instructor.

SCOM 399. Internship or Independent Study in Mass Communication (1-3) Supervised professional experience of research outside of the classroom. For three internship credit hours, a student is to work 135 hours with an approved agency; for two credit hours, 90 hours, for one credit, 45 hours. For an internship or for an independent study, a contract must be signed by the student and by the instructor of record and other designated faculty and administrators. A student may repeat SCOM 399 once with a difference internship or independent study contract description for a total of no more than six hours of undergraduate credit. Prerequisites: SJOU 301, GPA 2.0 overall, 2.5 in major and consent of faculty supervisor.

SCOM 490. Senior Seminar in Communications (3) Reading and research on selected topics in journalism, speech, and theatre designed to integrate knowledge, to explore ethical issues, and to gain experience in research and oral presentation. Prerequisite: SCOM 375.

Computer Science (SCSC)

SCSC 138. Introduction to Computer Technology (3) Introduction to graphical user interface, word processing, spreadsheet, database, Internet, cross-platform training, computer components and peripherals, input/output concepts, storage concepts, and computer buyer's guide considerations.

SCSC 139. Visual BASIC Programming I (3) Visual user interface design, event-driven programming using controls, variables, constants, calculations, decision structures, loop control structures, arrays, creating menus. Prerequisites: SCSC 138 or SBAD 290 or consent of instructor. **Not** for Computer Science major credit.

SCSC 150. Introduction to Computer Science (3) Current application, security and systems software, hardware devices, social and ethical issues in computing and information technology, propositional logic, search engines, and computer programming concepts. Basic problem solving, logic, and computer programming are introduced through an active learning environment. Prerequisite or Corequisite: SMTH 126 or consent of instructor.

SCSC 200. Computer Science I (3) Design, analysis and testing of algorithms and classes, including programming from an Object-Oriented perspective, simple data types, control structures, arrays, file I/O, and complexity analysis. Prerequisite: C or better in SCSC 150 or consent of instructor.

SCSC 210. Computer Organization (3) Computer organization, logic gates and expressions, circuits, CPU, memory, numbering systems, assembly language programming, instruction formats, and addressing modes. Prerequisite: C or better in SCSC 200 or consent of instructor.

SCSC 234. Visual BASIC Programming (3) Basic and advanced programming in **the Visual BASIC language including visual object** design, active-X objects, access to database objects, dynamic data exchange, and object linking and embedding. Prerequisite: C or better in SCSC 200 or consent of instructor.

SCSC 238. C++ Programming (3) Introduction to C++ as a second object-oriented language with concepts of OO programming, data abstraction, polymorphism, inheritance, graphical user interface design with MFC, and memory management issues. Prerequisite: C or better in SCSC 200 or consent of instructor.

SCSC 239. Visual BASIC Programming II for Non-Majors (3) Modular programming, algorithmic design, string manipulation, array processing, sequential and random file processing in the BASIC language. **Not** for Computer Science major credit. Prerequisites: SCSC 139 or consent of instructor.

SCSC 300. Computer Science II (3) Advanced design, analysis and testing of algorithms and classes, including inheritance, polymorphism, UML, complexity analysis, recursion, search and sorting techniques, linked lists, stacks and queues. Prerequisite: C or better in SCSC 200 or consent of instructor. Corequisite: SMTH 174 or consent of instructor.

SCSC 310. Introduction to Computer Architecture (3) Computer organization and architecture, basic processor design, hard wired and microprogrammed control, ALU, memory organization, data paths, pipelining, and interfacing and communications. Prerequisite: C or better in SCSC 210 or consent of instructor.

SCSC 311. Information Systems Hardware and Software (3) An introduction to computer and systems architecture and operating systems for system development personnel. Topics include CPU architecture, instructions sets, memory, registers, input/output, and operating system modules such as process management, memory and file management. Prerequisite: C or better in SCSC 200 or consent of instructor.

SCSC 314. Introduction to Robotics (3) Fundamental concepts of industrial robotics including kinematics, 3D coordinate transformation, robot motion, robot control and sensing, robot programming, and computer vision. A review of new technologies for computer-integrated manufacturing, computer-aided design and computer-aided manufacturing, automated material handling, and flexible manufacturing systems is included. Students are required to write programs in order to demonstrate the laboratory projects. Prerequisites: C or better in SCSC 200 and SMTH 127, or consent of instructor.

SCSC 315. Networking Technology (3) Basic concepts of computer networks, data telecommunication and distributed applications, including network topology, hardware, software, protocol, security, and the implications of network technologies on the deployment and implementation of networked systems. **Not** for CS or CIS major credit. Prerequisites: SCSC 300 or SIMS 305 or consent of instructor.

SCSC 321. Computer Science III (3) Design, analysis and testing of advanced data structures, including priority queues, trees, binary search trees, tree traversals and balancing techniques, hashing, and graph theory. Prerequisites: C or better in both SCSC 300 and SMTH 174 or consent of instructor.

SCSC 325. Fundamentals of Relational Database Management Systems (3) Basic architecture, structures,

and query languages. Topics include design and implementation of RDBMS, relational data models, conceptual modeling, data independence, specification of data requirements, normalization, recovery and security. **Not** for CS or CIS major credit. Prerequisites: SCSC 300 or SIMS 305 or consent of instructor.

SCSC 355. Digital Forensics (3) Methods, tools and techniques used to maximize efficiency in investigations that involve digital devices, including malicious code analysis, techniques of evaluation of the physical memory of a compromised machine, digital forensics tools, challenges of anti-forensics phenomena, and use and management of storage area network technology for evidence storage. Prerequisites: C or better in SCSC 300 and SCSC 311; or consent of instructor.

SCSC 356. Cryptography (3) Historical and modern techniques of encryption and decryption, classical cryptosystems, public-key cryptosystems, authentication, anonymity, zero-knowledge protocols, smart cards and other everyday applications of cryptographic algorithms, prime numbers, elementary number theory and algorithms that support efficient arithmetic on large integers. Prerequisite: C or better in SCSC 300 or consent of instructor.

SCSC 370. Fundamentals of Bioinformatics (3). Computational methods, tools and techniques used to analyze, correlate, and extract information from biological, chemical and biomedical databases, including algorithms for sequence comparison, data mining for disease diagnosis, prediction of protein structure and function, and database management for biomedical data. Prerequisite: C or better in SCSC 321 or consent of instructor.

SCSC 399. Independent Study (1-9) As needed.

SCSC 401. Introduction to Systems Simulation (3) Simulation languages, techniques, and methodology as applied to research problems from science and computer systems. Design of simulation experiments for optimizations and applications is included. Prerequisites: C or better in SCSC 310, 321 and SMTH 144; or consent of instructor.

SCSC 412. Computer Networks I (3) Introduce the basic concepts needed to design, implement, and manage networks. Transmission media, topologies, local area and wide area network technologies, communication protocols, standards, network architectures, security, and network operating systems are examined. Prerequisite: C or better in SCSC 300, or consent of instructor.

SCSC 416. Parallel Computing (3) Fundamental concepts of parallel computing (parallel architectures, memory, interconnection topologies, compilers, operating systems and input-output constraints), design and analysis of parallel algorithms (performance measures and complexities); and principles of parallel programming languages (level of parallelism, message passing and shared-address space parallelism, mapping and granularity). Prerequisites: C or better in SCSC 310 and SCSC 321, or consent of instructor.

SCSC 421. Design and Analysis of Algorithms (3) Concepts and fundamental strategies of algorithm design; the analysis of computing time and memory requirements; the theory of computational complexity (NP-hard and NP-complete); graph manipulation algorithms (connected components, minimum spanning trees, traveling salesman, cycles in a graph, and coloring of graphs); search algorithms (depth-first, breadth-first, best-first, and alpha-beta minimax); and computational algorithms (matrix multiplication, systems of linear equations, expression evaluation, and sorting). Prerequisite: C or better in SCSC 321 or consent of instructor.

SCSC 440. Object Oriented Systems Analysis and Design (3) Analysis and design of information systems using object oriented methodologies. Emphasis is on effective communication and integration with users and user systems, interpersonal skill development with clients, users, team members, and others associated with development, operation, and maintenance of the system, use of modeling tools, and adherence to methodological life-cycle and project management standards. Prerequisite: C or better in SCSC 300 or consent of instructor.

SCSC 441. Experiential Learning in Computer Science (3) Experience in a business, educational, or non-profit computing environment. May not be used for major credit in any major in computer science. Prerequisite: approval of the instructor. Pass/fail credit.

SCSC 450. E-Business Web Application Development (3) A project-oriented course involving the complete application development of an online commercial Web site. Basic Web page design, including HTML and Style Sheets is covered, but the focus is on what happens behind the scenes of a business Web site, including client versus server-side information processing, CGI and Event-Driven programming, data transmission, storage and compressions, risk analysis, and security issues. Prerequisite: C or better in SCSC 300 or consent of instructor.

SCSC 455. Computer Security (3) A survey of the fundamentals of information security, including risks and vulnerabilities, policy formation, controls and protection methods, database security, encryption, authentication technologies, host-based and network-based security issues, personnel and physical security issues, issues of law and privacy. Prerequisite: C or better in SCSC 300 or consent of instructor.

SCSC 499. Directed Research (3) An investigation of technical papers from the instructor's area of research. The composition and presentation of technical papers that either survey the existing literature or make an original contribution to the research area is required. Prerequisites: C or better in SCSC 300 or consent of instructor.

SCSC 509. Topics in Computer Science (3) Selected topics of special interest in computer science. May be repeated for credit. Prerequisite: consent of instructor.

SCSC 511. Operating Systems (3) Introduces the fundamentals of operating systems design and implementation, including an overview of the components of an operating system, mutual exclusion and synchronization, I/O, interrupts, implementation of processes, scheduling algorithms, memory management, and file systems. Prerequisites: C or better in SCSC 210 and SCSC 321 or consent or instructor.

SCSC 512. Computer Networks II (3) Advanced topics in telecommunications, location positioning systems and computer networking, including wireless and mobile computing, integration of wireless and wired networks, design issues, packet transmission, datagram encapsulation and fragmentation, media access control, data transmission and retransmission, routing, bridging, switching, addressing error handling, flow control, data security, and local and wide-area networks. Prerequisites: C or better in SCSC 412 or consent of instructor.

SCSC 515. Wireless Networks (3) Fundamental concepts and techniques employed in wireless and mobile networks such as cellular networks, wireless LANs, and ad-hoc networks. Topics include wireless communication basics, access technologies, medium access control, naming and addressing, routing, mobility support and management, security, and power management. Prerequisite: C or better in SCSC 412 or consent of instructor.

SCSC 516. Distributed and Network Programming (3) Design and implementation of distributed application and network communication programs, including network application development with UCP and TCP/IP protocols, introduction to distributed systems and computing , RIM, socket programming, client/server models, and communication primitives, such as datagrams, packet retransmission, routing, addressing, error handling, and flow control. Prerequisite: C or better in SCSC 321 or consent of the instructor.

SCSC 520. Database System Design (3) Database Management System (DBMS) architecture and organization, design and implementation of DBMS, data models, internal databases structures, conceptual modeling, data independence, data definition language, data manipulation language, normalization, transaction processing, recovery, and security. Prerequisite: C or better in SCSC 300 or consent of instructor.

SCSC 521. Database Implementation, Application, and Administration (3) Design and implementation of database and client/server applications, in-depth treatments of embedded queries and stored procedures, database triggers, database extended languages, architectures and design patterns of distributed application, transaction processing, performance tuning, recovery and backups, auditing, and security. Prerequisite: C or better in SCSC 520 or consent of instructor.

SCSC 525. Knowledge Discovery and Data Mining (3) Extraction and discovery of knowledge from large databases, data integration and data warehousing, data mining algorithms, models, and applications including association rule mining information retrieve (IR) and mining of text databases, decision tree, decision rules, classification techniques, cluster analysis, and evaluation, visualization, and interpretation of patterns. Prerequisite: C or better in SCSC 300 or consent of instructor.

SCSC 530. Programming Language Structures (3) Paradigms and fundamental concepts of programming languages, such as scope, binding, abstraction, encapsulation, typing, and language syntax and semantics. Functional and logic programming paradigms are also introduced through sample programming languages. Prerequisites: C or better in SCSC 210 and SCSC 321 or consent of instructor.

SCSC 531. Introduction to Compiler Construction (3) Concepts, design, implementation and construction techniques for programming language translator; simple one-pass compiler; lexical analysis (token specification and recognition); syntax and semantics analysis (context-free grammars, top-down, bottom-up and operator precedence parsing, LL- and LR-parser techniques, treating ambiguous grammars, and error recovery). Prerequisite: C or better in SCSC 530 or consent of instructor.

SCSC 540. Software Engineering (3) Methods and tools of software engineering, software life cycle, specification and design of software, software testing, cost and effort estimation, project management, risk analysis, and documentation. A relatively large software system is developed in a team environment. Prerequisite: C or better in SCSC 321 or consent of instructor.

SCSC 555. Advanced Computer Security and Information Assurance (3) Cryptography, telecommunication and network security, applications and system development security, Business Continuity Planning (BCP), cybercrimes and countermeasures. The hands-on laboratories provide extensive practices on firewalls, Virtual Private Networks (VPN), Intrusion Detection Systems (IDS), and other computer security tools. Prerequisite: C or better in SCSC 412 and SCSC 455; or consent of instructor.

SCSC 560. Numerical Analysis (3) (=SMTH 560) Difference calculus, direct and interactive techniques for matrix inversion, eigen value problems, numerical solutions of initial value problems in ordinary differential equations, stability, error analysis, and laboratory applications. Prerequisites: SMTH 245 and 344, and programming competency.

SCSC 580. Introduction to Artificial Intelligence (3) Intelligent agents, expert systems, heuristic searching, knowledge representation and reasoning, artificial neural networks, ontologies, and natural language processing. Prerequisite: C or better in SCSC 321 or consent of instructor.

SCSC 585. Introduction to Computer Vision (3) Processing and analyzing features in still digital images, camera calibration, stereopsis, object recognition, the processing of edges, regions, shading and texture, and introductory video processing techniques. Prerequisites: C or better in SCSC 321 and SMTH 143 or consent of instructor.

SCSC 599. Computer Science Senior Seminar (3) Integration of knowledge at an advanced level, a review of recent developments in theoretical and applied computer science, the exploration of ethical issues, along with research and oral presentation. Prerequisites: 12 hours of 300 level or above computer science courses and consent of instructor.

Criminal Justice (SCRJ)

Note: Criminal Justice 101 or Sociology 101 is a prerequisite to all other criminal justice courses.

SCRJ 101. Introduction to Criminal Justice (3) Survey of the law enforcement, judicial, correctional, and juvenile systems; interrelationships between criminal justice agencies and the community.

SCRJ 210. Policing in America (3) Police organizations; the recruitment, training, and socialization of police officers; the role of police in society; and critical issues in policing. The problem of coercive power as it relates to policing is also examined. Prerequisite: SCRJ 101.

SCRJ 220. The Criminal Courts (3) The administration of criminal justice in the American federal and state court systems. The nature and concept of justice, court personnel, functions, jurisdictions, policies, procedures, discretion, and current developments in court technology and organization will be reviewed. Prerequisite: SCRJ 101.

SCRJ 230. Introduction to Corrections (3) Penology emphasizing the history, philosophy, programs, policies, and problems associated with correctional practice. Topics include probation, prisons, jails, parole, community corrections and alternative sanctions. Prerequisite: SCRJ 101 or SSOC 101.

SCRJ 301. Crime in America (3) Manifestations of crime, its victims, societal control strategies, correlates, and the collection and use of criminal statistics. Prerequisite: SCRJ 101 or SSOC 101.

SCRJ 317. Policing: Theories and Programs (3) The development of police organizational theories, practices and methods from the turn of the twentieth century to the twenty-first century. Major emphasis is on development and implementation of new programs and application to urban policing. Prerequisite: SCRJ 210.

SCRJ 321. Criminal Law (3) Origin and development of criminal law in America along with basic elements of crime and defenses. Prerequisite: SCRJ 101 or SSOC 101.

SCRJ 325. Criminal Trial Practice (3) The criminal trial, including the rules of evidence, trial strategy, opening statements, the presentation of evidence, arguing objections, closing arguments, and a critical analysis of the entire process. Prerequisites: SCRJ 101 or consent of instructor.

SCRJ 330. Institutional Corrections (3) Functions, structure, procedures and philosophy of American correctional institutions; constitutional limitations and the impact of law on correctional practices. Prerequisite: SCRJ 101 or SSOC 101.

SCRJ 333. Community-Based Corrections (3) Development and impact of community programs, halfway houses, group homes, work-release, and educational release programs, including the role of the community and citizens in the correctional process. Prerequisite: SCRJ 101 or SSOC 101.

SCRJ 345. Juvenile Delinquency (3) (=SSOC 355) Social factors in the development, identification and treatments of delinquents and juvenile delinquency in the context of juvenile justice systems. Prerequisite: SSOC 101.

SCRJ 350. Victimology (3) Forms of victimization, the role of victims in crimes, their treatment by the criminal justice system, their decisions to report crimes and help prosecute offenders, victim-offender mediation, and victim compensation. The national crime survey regarding patterns and trends in victimization is introduced. Prerequisite: SCRJ 101.

SCRJ 361. Criminal Justice Research Methods (3) Quantitative, qualitative and comparative methods used in criminal justice research, focusing on research design, data collection and analysis, and ethical issues. Prerequisites: SCRJ 210, SCRJ 220 and SCRJ 230.

SCRJ 371. Theories of Crime (3) Analysis and critical assessments of traditional and contemporary crime and theories of criminal behavior. Prerequisites: SCRJ 220, SCRJ 230 and SSOC 101.

SCRJ 380. Minorities, Crime, and Criminal Justice (3) The involvement of minorities in crime and in the criminal justice system: theory, social policy, and effects. Prerequisite: SCRJ 101 or SSOC 101.

SCRJ 381. Alcohol, Drugs, and Public Policy (3) History and theories of alcohol and other drug use, types and effects of drugs, crime associated with drugs, prevention and treatment of abuse, and efforts to control and regulate drug use. Both past and present public policies for the control of licit and illicit drugs will be evaluated. Prerequisite: SCRJ 101, SPSY 101 or SSOC 101.

SCRJ 382. Women and Crime (3) The traditional and contemporary explanations of female delinquency and criminality, the differential treatment accorded female defendants and victims, the nature of crime against women, the quality of state and federal correctional systems for women, and the status of females as criminal justice professionals. Prerequisite: SCRJ 101 or SSOC 101.

SCRJ 383. Comparative Criminal Justice Systems (3) International criminal justice systems, their legal foundations, current structures, and strategies of crime control. Prerequisite: SCRJ 101.

SCRJ 391. Criminal Justice Field Study (3) History, jurisdiction, and departmental interaction between various law enforcement, correctional, legislative, and judicial agencies, involving travel to a major metropolitan city. Course may be taken twice if the city is different.

SCRJ 399. Independent Study (3) A planned individual study program in conjunction with a Criminal Justice faculty member. Course may be repeated once with the consent of the advisor. Prerequisite: SCRJ 101 or consent of instructor.

SCRJ 401. Criminal Justice Management and Organization (3) Problems, processes, and theories of communication, decision making, and control in criminal justice agencies. Prerequisite: SCRJ 101 or SSOC 101.

SCRJ 402. Civil Liability in Criminal Justice (3) Liability of criminal justice practitioners, agencies, municipalities, and other criminal justice entities including types of actions, defenses, damages, injunctions and other remedies for civil wrongs as mandated by state and federal law are included. Prerequisites: SCRJ 210, SCRJ 220, SCRJ 230.

SCRJ 420. Criminal Procedure (3) Police investigation through the adversarial system and sentencing. Prerequisite: SCRJ 101or SSOC 101 or consent of the instructor. Prerequisite: SCRJ 101.

SCRJ 474. Social Deviance (3) (=SSOC 351) Theories, methods, and substantive issues in the creation, involvement, recognition, and control of deviance. Sociological theories and pertinent research data are integrated in the context of contemporary societal issues. Prerequisite: SSOC 101.

SCRJ 484. Selected Current Topics (3) A seminar for advanced students. May be repeated once with the consent of the adviser. Prerequisites: SCRJ 210, SCRJ 220, and SCRJ 230; or consent of instructor.

SCRJ 490. Criminal Justice Internship (3-6) A planned program of observation, study and work in selected criminal justice and related agencies. The purpose is to broaden the educational experience of seniors by giving them an opportunity to work with practitioners in the field. Prerequisites: SCRJ 210, SCRJ 220 and SCRJ 230; minimum of 75 hours with at least 15 of these hours from USC Upstate, mimimum GPA of 2.25 and consent of instructor.

SCRJ 501. Senior Seminar (3) Exploration, at an advanced level, of issues, topics and dilemmas related to crime and the criminal justice system. The specific topics covered vary depending upon the instructor. Prerequisites: One statistics course, SCRJ 210, SCRJ 220, SCRJ 230, SCRJ 361, SCRJ 371 and SSOC 101.

Economics (SECO)

SECO 221. Principles of Macroeconomics (3) Causes and effects of changes in economic aggregates, including gross domestic product, personal income, unemployment, and inflation. The role of economics in contemporary society and the effect of monetary and fiscal policy on the functioning of a free market system are explored. Prerequisite: SMTH 120 or 121 or 126.

SECO 222. Principles of Microeconomics (3) Consumer demand, supply, and price in a free-market system. The economics of the firm is presented within the context of different market structures. Prerequisite: SMTH 120 or 121 or 126.

SECO 291. Probability and Statistics (3) Concepts of probability, probability distributions, and sampling theory. Prerequisite: SMTH 121.

SECO 292. Statistical Inference (3) Methods of statistical inference, including additional topics in hypothesis testing, linear statistical models, and time series analysis. Prerequisite: SMTH 122 and SECO 291.

Note: Junior standing (60 semester hours earned) is a prerequisite for all 300 level or above business administration and economics courses. Additional prerequisites are included in individual course descriptions.

SECO 301. Commercial and Central Banking (3) History, structure, functions and operations of the American commercial and central banking system. Emphasis is placed on the influence and operations of the Federal Reserve System. Prerequisites: Junior standing and SECO 221.

SECO 303. International Economics (3) Survey of international economic issues and institutions, including trade and protectionism, global and regional trade agreements, trade balances and exchange rates. Prerequisites: Junior standing, SECO 221 and 222.

SECO 311. Issues in Economics (3) Nature and causes of major economic problems facing the nation and its communities and policy alternatives designed to solve them, including the philosophy and methodology of economics in social problem solving. Prerequisites: Junior standing, SECO 221 and 222.

SECO 321. Intermediate Microeconomic Theory (3) The operation of the price system and its role in understanding the behavior of individual economic units, specifically consumers, producers, and suppliers of resources. Prerequisites: Junior standing and SECO 222.

SECO 322. Intermediate Macroeconomic Theory (3) Classical, Keynesian, and post-Keynesian models. These models provide a framework for monetary and fiscal policy prescriptions to economic problems. Prerequisites: Junior standing and SECO 221.

SECO 326. Managerial Economics (3) Application of the economic theory of profits, competition, demand, and costs to the analysis of problems arising in the firm and in decision making. Price policies, forecasting, and investment decisions are among the topics considered. Prerequisites: Junior standing, SECO 222 and 292 or equivalent.

SECO 499. Topics in Economics (3) Selected topics in economics. Topics vary depending on available staff and interests of students. This course may be repeated for credit. Prerequisites: Junior standing, SECO 221 and 222.

Education

Curriculum and Instruction (SEDC)

SEDC 300. Resources and Technology in Teaching (3) Proper and effective use of computer technology and audiovisual resources in education, including navigation of portfolio software, construction of materials, location of resources, and operation of equipment. Prerequisite: SCSC 138 or consent of the instructor.

Early Childhood Education (SEDE)

SEDE 398. Topics in Early Childhood Education (1-3) Prerequisite: junior standing and consent of instructor.

SEDE 399. Independent Study (3) Prerequisite: junior standing and consent of instructor.

SEDE 410. Clinical I in Early Childhood Education (2) Supervised clinical experience in early childhood settings. Observation and participation in classroom settings is required with a focus on observing children's development and language use, observing types of programs, and assessing management styles and techniques. Seminars and group discussions included. Four laboratory hours per week. Prerequisite: admission to the professional program. Corequisite: SEDE 420, 422, 424, 445 and SEDF 485.

SEDE 420. The Young Child: Behavior and Development in Early Childhood (3) Intellectual, physical, social, and emotional development, prenatal through grade four, within ecological context. Critical thinking, creative expression, the parenting role and developmental diagnosis including assessment of development, normal and abnormal, will be addressed. Prerequisites: SEDF 333 or SPSY 302; admission to the professional program or consent of the instructor. Corequisites: SEDE 410, 422, 424, 445 and SEDF 485.

SEDE 422. Survey of Early Childhood Education (3) Programs for young children and the historical, social, economic, and philosophical influences on education. Attention is given to learning activities, materials, and equipment for kindergarten and primary grades. The assessment of readiness and maturation and the relationship of various subject areas to the child's development are emphasized. Prerequisite: admission to the professional program. Corequisites: SEDE 410, 420, 424, 445 and SEDF 485.

SEDE 424. Parent and Family Involvement in Early Childhood Education (3). Principles, practices, and content of family dynamics including practices for evolving parents in early childhood settings. Corequisites: SEDE 410, 420, 422, 445 and SEDF 485.

SEDE 440. Clinical II in Early Childhood Education (2) Supervised clinical experience in early childhood settings. Observation and participation in classroom settings is required with a focus on math, science, reading, social studies and creative arts. Seminars and group discussions included. Four laboratory hours per week required. Prerequisite: admission to the professional program. Corequisites: SEDR 414, SEDE 446, 447, 448 and 449.

SEDE 445. Language Development and Communicative Skill (3) The relationship of language development and thinking to teaching the communicative skills to young children. Included are activities designed to develop oral language facility, writing (handwriting, spelling, functional, and creative writing), listening, and specific techniques dealing with diagnosis of language development. Students participate in a field based experience at a selected school site. Prerequisite: admission to the professional program. Corequisites: SEDR 414, SEDE 410, 420, 422, 424 and SEDF 485.

SEDE 446. Math for the Young Child (3) Materials and programs for teaching mathematics and the methods and theories for developing mathematics programs. Competence is gained in the selection, preparation, and presentation of materials. Prerequisite: SMTH 231, SMTH 232, SMTH 233 and admission to the professional program. Corequisites: SEDR 414, SEDE 440, 447, 448 and 449.

SEDE 447. Social Studies for the Young Child (3) The selection, appropriate utilization, facilitation of development, and application of social science concepts to social problems and the socialization of children. Prerequisite: admission to the professional program. Corequisites: SEDR 414, SEDE 440, 446, 448 and 449.

SEDE 448. Science for the Young Child (3) Materials and programs for teaching science and the methods and theories of developing science programs. Competence is gained in the selection, preparation, and presentation

of materials. Prerequisite: admission to the professional program. Corequisite: SEDR 414, SEDE 440, 446, 447 and 449.

SEDE 449. Creativity and Play (3) Theories of play and the development of play as central to children's learning. Knowledge and skills in structuring the classroom environment and curriculum experiences which will support and enrich a child's social, creative, and physical development in preprimary and primary school settings will be acquired. Multicultural perspectives and needs of exceptional children addressed. Prerequisite: admission to the professional program. Corequisites: SEDR 414, SEDE 440, 446,447 and 448.

SEDE 468. Education of Young Children: An Ecological Approach (3) An ecological study with emphasis on home-school relations, parent involvement, and community resources. Multicultural perspectives and needs of exceptional children are addressed. Prerequisite: admission to the professional program. Corequisite: SEDE 469.

SEDE 469. Directed Teaching in Early Childhood Education (12) A supervised clinical experience, consisting of 14 weeks in an early childhood grades (4K-3) placement in a public school. This experience includes an exploration of legal and ethical issues, research through analysis and evaluation of teaching, and completion of a professional portfolio. Prerequisite: approved application for directed teaching. Corequisite: SEDE 468. Pass/fail credit.

Elementary Education (SEDL)

SEDL 398. Topics in Elementary Education (1-3) Prerequisites: junior standing and consent of instructor.

SEDL 399. Independent Study (3) Prerequisites: junior standing and consent of instructor.

SEDL 441. Elementary School Curriculum and Organization (3) The entire school program, including grouping, grading, placement, and organization of both the children and the school for optimal learning. Prerequisite: admission to the professional program. Corequisites: SEDF 487, SEDL 447, SEDL 450, SEDL 455, SEDR 442.

SEDL 446. Teaching Mathematics in the Elementary School (3) Materials, resources, programs and methods for teaching mathematics in grades 2-6. Included are supervised practicum experiences which promote reflective teaching in elementary school settings. Prerequisites: admission to the professional program and SMTH 231, SMTH 232, SMTH 233, SEDL 441, SEDL 447, SEDF 487, SEDL 450, SEDL 455, SEDR 442. Corequisites: SEDL 448, SEDF 483, SEDL 460, SEDR 443, SEDR 444.

SEDL 447. Teaching Social Studies in the Elementary School (3) Materials, resources, programs, and methods for teaching social studies in grades 2-6. Included are supervised practicum experiences which promote reflective teaching in elementary school settings. Prerequisites: admission to the professional program. Corequisites: SEDL 441, SEDF 487, SEDL 450, SEDL 455, SEDR 442.

SEDL 448. Teaching Science in the Elementary School (3) Materials, resources, programs, and methods for teaching science in grades 2-6. Included are supervised practicum experiences which promote reflective teaching in elementary school settings. Prerequisites: admission to the professional program, SEDL 441, SEDL 447, SEDF 487, SEDL 450, SEDL 455, SEDR 442. Corequisites: SEDL 460, SEDF 483, SEDR 443, SEDR 444.

SEDL 450. Fine Arts in the Elementary School Curriculum (3) Exploring both contecnt and methods for enriching all subject areas in the elementary classroom through the visual arts, drama, dance/movement, and music. Prerequisites: admission to the professional program. Corequisites: SEDL 441, SEDF 487, SEDL 447, SEDL 455, SEDR 442.

SEDL 455. Clinical I in Elementary Education (2) Supervised clinical experience in elementary settings. Observation and participation in diverse classroom settings is required with a focus on observation of students and teachers, analysis of classroom organization and management, use of technology to enhance learning, and implementation of lessons. Seminars and group discussions included. Four laboratory hours per week. Prerequisites: admission to the professional program. Corequisites: SEDL 441, SEDF 487, SEDL 447, SEDL 450, SEDR 442.

SEDL 460. Clinical II in Elementary Education (2) Supervised clinical experience in elementary settings. Requires assessment of K-12 students with interpretation of assessments, lesson planning based on assessments, implementation of lessons in science, math, and literacy with attention to reading and writing in the content areas. Reflections on teaching and K-12 student learning explored in group discussions and seminars. Four laboratory hours per week required. Prerequisites: admission to teh professional program, SEDL 441, SEDL 447, SEDF 487, SEDL 450, SEDL 455, SEDR 442. Corequisites: SEDL 448, SEDF 483, SEDL 446, SEDR 443, SEDR 444; or candidacy in the Learning Disability Program.

SEDL 468. Directed Teaching in the Elementary School (15) A fifteen week supervised clinical experience with 50 percent in grades two or three and 50 percent in grades four, five or six. In additional teaching in a K-12 school classroom, candidates will participate in regular seminars where they will (1) analyze problems relating to their K-12 experiences; (2) explore ethical and legal issues related to teaching; (3) consider current issues and trends in K-12 education; and (4) complete their professional portfolios. Prerequisite: approved application for directed teaching. Pass/fail credit.

Foundations of Education (SEDF)

SEDF 210. Foundations of Education (3) The art and science of teaching. A comprehensive examination of the social, historical, and philosophical influences that have shaped educational policies and practices in the USA with

special emphasis on legal and ethical aspects of education. Supervised practicum experiences to promote reflective practice in a variety of settings are included.

SEDF 333. Educational Development of the Lifelong Learner (3) Applications of psychology of learning and motivation to patterns of social, emotional, physical and intellectual development, and their relationship to teaching of children, adolescents, and adults.

SEDF 341. Education Procedures for Exceptional Children (3) Theoretical and practical approaches to the education of the young exceptional child with emphasis on current remedial procedures. Included are alternative administrative arrangements and sources of academic therapy. Supervised field experiences are included.

SEDF 483. Organization and Management of the Diverse Classroom (3) Structuring of physical, social, and instructional environment to maximize learning in a diverse classroom. Candidates develop a comprehensive understanding of both practice and reactive approaches to management with attention to culturally diverse settings. Behaviorist and constructivist approaches, inclusive education and conflict resolution are components of this course. Prerequisites: Admission to the professional program, SEDL 441, SEDL 447, SEDF 487, SEDL 450, SEDL 455, SEDR 442. Corequisites: SEDL 448, SEDR 444, SEDL 460, SEDL 446, SEDR 443; or candidacy in the Learning Disability Program.

SEDF 485. Diversity, Management, and Assessment (3) The dynamic relationships among classroom diversity, management, instruction, and assessment. Through field experiences and reflection, students develop knowledge and skills in the interaction of these classroom elements. Prerequisite: Admission to the professional program. Corequisites: SEDE 410, 420, 422, and 445 for Early Childhood majors only; SPED 479 for Physical Education majors.

SEDF 487. Student, Teacher, and School Assessment (3) Formal and informal assessment of elementary age students as well as teachers and schools. Attention is given to the appropriate uses of standardized testing as well as teacher made assessments with particular emphasis on the interpretation of test results and their relationship to instructional goals. Consideration is also be given to the issue of accountability and appropriate options for evaluating teachers and schools. Prerequisite: Admission to the professional program. Corequisites: SEDL 441, SEDL 455, SEDL 447, SEDL 450, SEDR 442.

Reading Education (SEDR)

SEDR 414. Emergent and Early Literacy (3) Theoretical and instructional issues relating to challenges children encounter when learning to read and write. Research on the expected development of such behaviors through stages typically found in the preprimary and primary school years are explored. Procedures, materials, programs, and assessment techniques for developing literacy are investigated. Prerequisite: admission to the professional program. Corequisites: SEDE 440, 446, 447, 448, 449.

SEDR 418. Literacy in the Middle and Secondary School (3) the significance of literacy as it relates to all content areas. The focus is on strategies for making any text material more accessible to the student, and attention is given to matching the learner and the learning. Prerequisites: SEDS 440, SEDS 441 or SEDS 442 and admission to the professional program. Corequisite: SEDS 450.

SEDR 442. The Emergent Reader: Learning to Read and Write (3) Scaffolding reading and writing development for the young child. Teaching candidates review the essentials of language development and focus on the transition from oral language to initial reading and writing. Effective strategies and materials for nurturing literacy development of children ages 5-7 are emphasized. Prerequisites: admission to the professional program. Corequisites: SEDL 441, SEDL 455, SEDL 447, SEDL 450, SEDF 487; or candidacy in the Leaning Disability program.

SEDR 443. The Fluent Reader: Reading and Writing to Learn (3) Scaffolding reading and writing development of the elementary and middle grades student. Teaching candidates focus on the transition from initial reading and writing to reading and writing in the content areas. Effective strategies and materials for nurturing literacy development in children ages 8-12 are emphasized. Prerequisites: admission to the professional program, SEDL 441, SEDL 447, SEDF 487, SEDL 450, SEDL 455, SEDR 442. Corequisites: SEDL 448, SEDF 483, SEDL 460, SEDL 446, SEDR 444; or candidacy in the Learning Disability Program.

SEDR 444. The Struggling Reader: Addressing Literacy Problems (3) Scaffolding reading and writing development for learners experiencing difficulty. Teaching candidates investigate assessments, strategies, and programs appropriate for children with literacy problems including learners from diverse backgrounds and children with special needs. Prerequisites: admission to the professional program, SEDL 441, SEDL 447, SEDF 487, SEDL 450, SEDL 455, SEDR 442. Corequisites: SEDL 448, SEDF 483, SEDL 460, SEDL 446, SEDR 443.

Secondary Education (SEDS)

SEDS 342. Clinical I in Middle Grades/Secondary Education (1) Supervised clinical experience in middle or secondary school setting. Observation and participation in classroom settings is required with a focus on diversity including the physical, social, and educational development of the grades 5-12 learner. Emphasis is on family and community involvement in educational settings. Observation during advisory, lunch, recess, transition times, as well as formal instructional time as appropriate. Corequisite: SEDF 341.

SEDS 398. Topics in Secondary Education (1-3) Prerequisites: junior standing and consent of instructor.

SEDS 399. Independent Study (3) Prerequisites: junior standing and consent of instructor.

SEDS 440. Clinical II in Middle Grades/Secondary Education (1) Supervised clinical experience in middle or secondary school setting. Observation and participation in classroom settings is required with a focus on assessment including formal, informal, authentic, high stakes (PACT, end-of-course exams, etc.), and collaborative (team meeting) assessments as appropriate. Seminars and group discussions included. Prerequisites: SEDF 341, SEDS 342, and admission to the professional program. Corequisites: SEDS 441 or 442.

SEDS 441. Middle School Curriculum and Methodology (4) An overview of the major concepts, principles, theories and research related to effective curriculum, instruction, and assessment to meet the varying abilites and learning styles of middle school students. Students explore a variety of teaching, learning and assessment strategies along with developmentally responsive materials and resources used to facilitate appropriate learning experiences in middle school settings. The focus is on curriculum needs for middle grades, the transitional function of the middle school, and middle school organization and management. Core topics include unit and lesson planning, evaluation of student performance, multicultural educational issues and teacher effectiveness evaluation. Prerequisites: SEDF 341, SEDS 342, and admission to the professional program. Corequisite: SEDS 440.

SEDS 442. Secondary School Curriculum and Methodology (4) An overview of the major concepts, principles, theories and research related to effective curriculum, instruction, and assessment to meet the varying abilities and learning styles of secondary school students. Students explore a variety of teaching, learning and assessment strategies along with developmentally responsive materials and resources used to facilitate approprate learning experiences in secondary school settings. Curriculum needs for secondary grades, the newly emerging function of the high school in work/post-secondary education preparation, and secondary school organization and management are addressed. Core topics include unit and lesson planning, evaluation of student performance, multicultural educational issues and teacher effectiveness evaluation. Prerequisites: SEDF 341, SEDS 342 and admission to the professional program. Corequisite: SEDS 440.

SEDS 445. Teaching Middle and Secondary English/Language Arts (3) Methods, materials, resources, issues and trends related to teaching specific subject content in middle and secondary schools, including instructional planning and delivery of instruction. Supervised practicum experiences are designed to promote reflective teaching in middle and secondary school settings. Prerequisites: SEDS 440, SEDS 441 or SEDS 442 and admission to the professional program. Corequisite: SEDS 450.

SEDS 446. Teaching Middle and Secondary Mathematics (3) Methods, materials, resources, issues and trends related to teaching specific subject content in secondary schools, including instructional planning and delivery of instruction. Supervised practicum experiences are designed to promote reflective teaching in middle and secondary school settings. Prerequisites: SEDS 440, SEDS 441 or SEDS 442 and admission to the professional program. Corequisite: SEDS 450.

SEDS 447. Teaching Middle and Secondary Social Studies (3) Methods, materials, resources, issues and trends related to teaching specific subject content in middle and secondary schools, including instructional planning and delivery of instruction. Supervised practicum experiences are designed to promote reflective teaching in middle and secondary school settings. Prerequisites: SEDS 440, SEDS 441 or SEDS 442, and admission to the professional program. Corequisite: SEDS 450.

SEDS 448. Teaching Middle and Secondary Science (3) Methods, materials, resources, issues and trends related to teaching specific subject content in middle and secondary schools, including instructional planning and delivery of instruction. Supervised practicum experiences are designed to promote reflective teaching in middle and secondary school settings. Prerequisites: SEDS 440, SEDS 441 or SEDS 442 and admission to the professional program. Corequisite: SEDS 450.

SEDS 449. Teaching Foreign Language in Secondary Schools (3) Methods, materials, resources, issues and trends related to teaching specific subject content in secondary schools. Also includes instructional planning and delivery of instruction. Supervised practicum experiences designed to promote reflective teaching, in secondary school settings, are included. Prerequisites: SEDS 440, SEDS 441 or SEDS 442 and admission to the professional program. Corequisite: SEDS 450.

450. Clinical III in Middle Grades/Secondary Education (1) Supervised clinical experience in middle or secondary school setting. Observation and participation in classroom settings is required with a focus on classroom management and conflict resolution. Seminars and group discussions included. Prerequisites: SEDS 440, SEDS 441 or SEDS 442 and admission to the professional program. Corequisites: SEDR 418 and SEDS 445, 446, 447, 448 or 449.

SEDS 473. Directed Teaching in Secondary School English (15) A supervised clinical experience consisting of 14 weeks in secondary school settings. Candidates participate in regular seminars where they (1) analyze problems relating to their grade 9-12 experiences; (2) explore ethical and legal issues related to teaching; (3) consider current issues and trends in K-12 education; and (4) complete their

professional portfolios.Prerequisite: approved application for directed teaching. Pass/fail credit.

SEDS 474. Directed Teaching in Secondary School Foreign Language (15) A supervised clinical experience consisting of 14 weeks in secondary school settings. Candidates participate in regular seminars where they (1) analyze problems relating to their grade 9-12 experiences; (2) explore ethical and legal issues related to teaching; (3) consider current issues and trends in K-12 education; and (4) complete their professional portfolios. Prerequisite: approved application for directed teaching. Pass/fail credit.

SEDS 475. Directed Teaching in Secondary School History and Social Studies (15) A supervised clinical experience consisting of 14 weeks in secondary school settings. Candidates participate in regular seminars where they (1) analyze problems relating to their grade 9-12 experiences; (2) explore ethical and legal issues related to teaching; (3) consider current issues and trends in K-12 education; and (4) complete their professional portfolios. Prerequisite: approved application for directed teaching. Pass/fail credit.

SEDS 478. Directed Teaching in Secondary School Mathematics (15) A supervised clinical experience consisting of 14 weeks in secondary school settings. Candidates participate in regular seminars where they (1) analyze problems relating to their grade 9-12 experiences; (2) explore ethical and legal issues related to teaching; (3) consider current issues and trends in K-12 education; and (4) complete their professional portfolios. Prerequisite: approved application for directed teaching. Pass/fail credit.

SEDS 480. Directed Teaching in the Middle School (15) A supervised clinical experience consisting of 14 weeks in secondary school settings. Candidates participate in regular seminars where they (1) analyze problems relating to their grade 5-8 experiences; (2) explore ethical and legal issues related to teaching; (3) consider current issues and trends in K-12 education; and (4) complete their professional portfolios. Prerequisite: approved application for directed teaching. Pass/fail credit.

SEDS 481. Directed Teaching in Secondary School Natural Science (15) A supervised clinical experience consisting of 14 weeks in secondary school settings. Candidates participate in regular seminars where they (1) analyze problems relating to their grade 9-12 experiences; (2) explore ethical and legal issues related to teaching; (3) consider current issues and trends in K-12 education; and (4) complete their professional portfolios. Prerequisite: approved application for directed teaching. Pass/fail credit.

Education and Technology (SEDT)

SEDT 420. Information Systems in Education (3) The application of information systems to a variety of educational settings. Topics include policy issues directing the design and implementation of education information systems, particularly data collecting and reporting protocols required for compliance with local, state, and federal mandates. Prerequisites: SEDF 210 SEDF 333, SEDF 341; or consent of instructor.

SEDT 430. Instructional Design and Methods for Information Systems Training (3) Design and delivery of training programs for users of information systems and related technologies. Activities include the production of training materials, management of instructional time and selection of appropriate resources. Methods for the assessment and evaluation of the instructional materials and outcomes are an integral part of this course. Prerequisites: SEDF 210, SEDF 333, SEDF 341; or consent of instructor.

SEDT 497. Information Systems Education Internship (3) Supervised work experience in a district office and other administrative school sites. Emphasis is on the design, implementation, and service of information systems integral to the sponsoring school and district . The individualized course of study is designed to meet pre-established learning objectives. A "work practice" plan is required and must be approved by the sponsoring organization and the course instructor. Prerequisites: SEDF 210, SEDF 333, SEDF 341; or consent of instructor.

Special Education: Learning Disability (SELD)

SELD 410. Methods of Teaching Students with LD (3) Instructional strategies and practice for teaching learners with LD. Prerequisite: admission to professional program. Corequisites: SELD 412; SELD 446.

SELD 412. Characteristics of Students with LD (3) Characteristics of students who have learning disabilities which are manifested in instructional settings. Specific characteristics that are factors in developing comprehensive, longitudinal individualized programs as well as guidelines regarding LD referral, assessment and placement procedures will be presented. Prerequisite: admission to the professional program. Corequisite: SELD 410, SELD 446.

SELD 414. Individualized Curriculum for Students with Disabilities (3) The various etiologies of conditions affecting students with mild/moderate disabilities. Cognitive characteristics of learners with mild/moderate disabilities and the impact on language development, academic performance, social skills, and emotional behavior will be included. Prerequisite: SELD 412. Corequisites: SEDC 402; SELD 483; SELD 440.

SELD 415. Reading Disorders and Reading Methods (3) Specific methods designed to facilitate the development of reading skills of students with learning disabilities. A practicum experience is required. Prerequisite: SELD 414. Corequisites: SELD 445; SELD 486.

SELD 440. Practicum in the Instruction of Students with Disabilities (1-3) Sequencing, implementing, and evaluating individual learning objectives in a professional setting. Students will select, adapt, and use instructional strategies and materials according to characteristics of the learner. Prerequisite: SELD 412. Corequisites: SEDC 400; SELD 414; SELD 483. Students in the Teacher Assistant Program enroll in multiple semersters for a total of three hours; all others enroll in one semester for three credit hours.

SELD 445. Language Disorders and Language Arts Methods (3) Learning disability specific methods designed to facilitate the development of language and social skills. A practicum experience is required. Prerequisite: SELD 414. Corequisite: SELD 415; SELD 486.

SELD 446. Math Disabilities and Math Methods (3) Learning disability specific methods designed to facilitate the development of mathematics concepts and skills. A practicum experience is required. Prerequisites: SMTH 231, SMTH 232, SMTH 233 and admission to the professional program. Corequisites: SELD 410; SELD 412.

SELD 449. Issues and Trends in Exceptionalities (3) The philosophical, historical, and legal foundations of special education that connect with current issues and trends in special education. Prerequisite: admission to professional program. Corequisite: SELD 470.

SELD 470. Directed Teaching of Students with Learning Disabilities (12) A supervised clinical experience, consisting of 14 weeks with 50 percent in a special education resource classroom and the remaining 50 percent in an inclusive regular classroom. The experience includes an exploration of ethical issues, research through analysis and evaluation of teaching, and oral presentation of research results. Prerequisite: approved application for directed teaching. Corequisite: SELD 449. For pass/fail credit.

SELD 483. Assessment of Students with Disabilities (3) The techniques and practices of diagnostic assessment, including ethical concerns and legal provisions/guidelines. Emphasis is on identifying typical, delayed, and disordered communication and reasoning patterns of individuals with exceptional learning needs. Prerequisite: SELD 412. Corequisites: SEDC 402; SELD 414; SELD 440.

English Language and Literature (SEGL)

Note: The completion of Composition and Literature (102) or the equivalent is prerequisite to enrollment in all higher level English courses. Only those courses that are numbered above 300 may count toward a major in English.

Advanced standing in freshman English classes may be achieved through appropriate scores on Advanced Placement (AP) tests, passing of appropriate College Level Examination Program (CLEP) tests, institutional credit by examination, or the English placement tests administered to all incoming USC Upstate freshmen. Details may be found in appropriate sections of this catalog or in consultation with the chair of the department of languages, literature, and composition.

Courses are offered in rotation. If you are interested in a particular course, check with the department chair to see when it will be offered.

SEGL 101. Composition (3) Closely supervised instruction and practice in critical reading and writing. Attention is given to planning, drafting, revising, and editing a variety of texts including essays and research papers. For students whose placement testing indicates a need for more intensive study, English 101 with a noncredit lab (English 101A) is mandatory to provide supplemental instruction and practice in writing.

SEGL 101H. Honors Composition (3) Thematic studies designed by English faculty specifically for honors students. Its focus may vary depending on the instructor's area of interest. Intensive reading, writing, research, and a service component are included. Prerequisite: Admission to honors program as a first year student or permission of director of honors program. Students who earn an F in SEGL 101 H may not re-enroll in SEGL 101H. Students who pass SEGL 101 H with a D are not eligible to enroll in SEGL 102H.

SEGL 102. Composition and Literature (3) The writing of expository essays, critical essays, and research-based literary analysis with an introduction to literature. Prerequisite: SEGL 101.

SEGL 102H. Honors Composition and Literature (3) Study of works of literature and their social and historical contexts designed by English faculty specifically for honors students. Its focus may vary depending on the instructor's area of interest. Intensive reading, writing, research, and a service component are included. Prerequisites: SEGL 101H with a C or better and admission to honors program or permission of director of honors program. Students who earn an F in SEGL 102H must successfully complete SEGL 102.

SEGL 208. Introduction to Creative Writing (3) Beginning writing workshop. Writers gain experience in genres of poetry, fiction, and non-fiction.

SEGL 245. Professional Writing (3) Developing communication skills for the successful professional. Students reflect and apply principles of appropriate content, style and format for memos, letters, reports, resumes, interviews and presentations.

SEGL 250. Selected English Studies Abroad (3-6) A selection of British writing, together with immersion in British culture.

SEGL 252. Understanding English Grammar (3) Intensive review of grammatical principles and mechanics

of English with emphasis on exploration and discovery of principles of English grammar usage.

SEGL 275. Masterpieces of World Literature (3) Selections from the literature of western and non-western cultures from ancient to modern times.

SEGL 279. Survey of American Literature I (3) American poetry, drama, and prose from colonial times to 1865.

SEGL 280. Survey of American Literature II (3) American poetry, drama, and prose from 1866 to the present.

SEGL 283. Native American Literature (3) Selected readings by Native American writers, including novels, short stories and poetry. SEGL 283/SEGL 383 will be offered concurrently. The reading and writing assignments for students taking SEGL 383 will be longer and the standard for grading will be more demanding. Students may not enroll for both courses.

SEGL 289. Survey of British Literature I (3) British poetry, drama, and prose from the Old English Period to 1797.

SEGL 290. Survey of British Literature II (3) British poetry, drama, and prose from 1798 to the present.

SEGL 291. African American Literature (3) A survey of writings by African American authors. The literary types studied may vary. English 291/391 will be offered concurrently. The reading and writing assignments for students enrolled in SEGL 391 will be longer and the standard for grading will be more demanding. Students may not receive credit for both courses.

SEGL 295. Introduction to the Study of Literature (3) Introduction to terminology and methods for the study of literature and criticism. The courses involves the scrutiny of primary and secondary texts as well as independent research. Required for English majors. Students who wish to major in English should complete this course before enrolling in 300-level English courses.

SEGL 301. Mythical, Classical, and Biblical Backgrounds (3) An overview of central myths and stories of classical and biblical traditions. Myths, characters, narrative patterns, archetypes, and the ways classical texts have shaped imaginative literature are addressed.

SEGL 307. Literature and Nature (3) Readings in selected literature in which the natural environment is a central issue.

SEGL 308. Intermediate Workshop in Creative Writing (3) Further experience in writing poetry, fiction, and non-fiction. Prerequisite: SEGL 208 or consent of instructor.

SEGL 318. Writing and Computers (3) Research, analysis, composition and publication with the assistance of computer applications. Prerequisites: SCSC 138 or SEDC 120.

SEGL 319. Development of the Novel (3) A critical and historical study of the novel surveying major novels and novelists and illustrating the characteristics of the genre, its historical development, and its reflection of significant literary periods and movements.

SEGL 320. Development of Short Fiction (3) A critical and historical study of short fiction surveying the genre and illustrating its characteristics, historical development, and reflection of significant literary periods.

SEGL 322. Contemporary Literature (3) Comparative works by contemporary world writers.

SEGL 325. Modern German Literature in Translation (3) Masterpieces of German literature. The selection may include texts by T. Mann, Kafka, Brecht, Hesse and Grass. Taught in English. This course may not be used to satisfy a foreign language requirement. Prerequisite: consent of instructor.

SEGL 329. Development of Poetry (3) The development of poetry as a genre and art form. Major periods, movements, and poets from Western and world canons illustrate the richness of the poetic tradition.

SEGL 330. Development of Drama (3) The development of plays and playwrights. Plays from the classical period are explored, and the development of drama through its major movements to the present time is charted.

SEGL 345. Advanced Professional Writing (3) Advanced training in developing communication skills for the workplace. Particular emphasis is placed on conducting primary and secondary research, on proposal and report writing, and on writing as a member of a group. Prerequisite: SEGL 245 or consent of instructor.

SEGL 346. Technical Writing (3) The writing of informative text and techniques for presenting it in appropriate formats. Particular emphasis is placed on creating concise texts which use pictures, charts, graphs, and other visuals to convey information to readers in fields such as computer science, engineering, medicine, industrial technology, and other professions.

SEGL 350. Advanced Selected English Studies Abroad (3-6) Role of locale in a selection of British writing, together with immersion in British culture.

SEGL 352. Text Editing (3) Training in preparing text for publication. Included are an intensive grammar review and the practical application of the principles of grammar, punctuation, and usage to create effective texts.

SEGL 368. Life Writing and Biography (3) The writing, reading, and criticism of biography, autobiography, and other nonfictional prose.

SEGL 369. Gender and Autobiography (3) Literary works in which an author examines his or her own life as it has been shaped by social and cultural notions of masculinity and femininity.

SEGL 370. Creative Nonfiction (3) The study and practice of writing reality-based prose influenced by the techniques of the visual narrative of film and the innovative language and style of poetry, fiction, and drama. Strategies for creating works of literary journalism; travel, nature, and science writing; narrative nonfiction; and other sub-genre areas of creative nonfiction are practiced. Prerequisite: SEGL 208 or consent of instructor.

SEGL 371. Grant Writing (3) Writing effective expository text for grants and proposals. The skills of writing for a particular purpose and audience; conforming to stated guidelines; and using clear, concise language are emphasized.

SEGL 373. Writing Workshop for Teachers (3) Application of research informing the teaching of writing. The class is conducted as a writing workshop, and students learn to teach writing by exploring and refining their own composing processes.

SEGL 383. Native American Literature (3) Selected readings by Native American writers, including novels, short stories and poetry. SEGL 283/SEGL 383 will be offered concurrently. The reading and writing assignments for students taking SEGL 383 will be longer, and the standard for grading will be more demanding. Students may not enroll for both courses.

SEGL 389. Gay and Lesbian Literature (3) Literature by gay and lesbian authors with a major thematic focus on sexual identity.

SEGL 391. African American Literature (3) A survey of writings by African American writers. The literary types studied may vary. SEGL 291/391 will be offered concurrently. The reading and writing assignments for students enrolled in SEGL 391 will be longer and the standard for grading will be more demanding. Students may not receive credit for both courses.

SEGL 395. Narrative Poetry, Epic and Heroic (3) Selected readings (in translation) from the epic and heroic poetry of the world.

SEGL 397. Topics in Writing (3) Intensive experience and practice in writing selected types of poetry or prose.

SEGL 398. Topics in Language and Literature (3) Intensive study of selected topics.

SEGL 399. Independent Study (1-3) Directed research and reading project outside the classroom of a complex and extensive nature in keeping with the student's major creative and/or scholarly interests. In addition to writing required for a particular independent study project, a written report on work accomplished is required at the end of the term. Research involves both primary and secondary sources. May be repeated with the consent of the instructor and advisor for total of no more than six hours of undergraduate credit. Prerequisites: Junior or senior standing. GPA 2.0 overall, 2.5 in English courses. A minimum of 6 hours in English courses numbered 300 and above. Consent of the instructor and advisor. A university contract must be signed with all required signatures.

SEGL 400. A Survey of Literature of Medieval England (3) A representative selection of early literature from the British Isles in English (Old and Middle), Latin, Irish, Welsh, and French during the Middle Ages.

SEGL 401. Chaucer (3) Chaucer's works, with special attention to *The Canterbury Tales*.

SEGL 405. Shakespeare Survey (3) A selection of comedies, histories, tragedies, and romances. Plays from the early and late periods of Shakespeare's career, including not only his most famous works but also his lesser known plays, are surveyed.

SEGL 406. Studies in Shakespeare (3) A critical approach to thematic, topical, or theoretical aspects of certain plays, narrative poems, and sonnets. The specific themes and area of focus may vary.

SEGL 408. Milton (3) *Paradise Lost* and other poetry. Prerequisite: junior standing or permission of instructor.

SEGL 409. English Literature, 1500-1660 (3) Poetry and prose of major Renaissance and Commonwealth writers.

SEGL 411. British Literature, 1660-1740 (3) Poetry, prose and drama of major Restoration and early 18th century writers.

SEGL 412. British Literature, 1740-1800 (3) Poetry, prose and drama of major writers.

SEGL 417. Romanticism (3) The 18th century transition from classicism to romanticism, and the 19th century masters: Wordsworth, Coleridge, Byron, Shelley and Keats.

SEGL 419. Victorian Literature (3) Poetry and prose of major Victorian writers.

SEGL 422. Modern Drama (3) British, American and continental drama beginning with Ibsen and Strindberg.

SEGL 423. British Literature, 1900-1950 (3) Poetry, prose and drama of major writers.

SEGL 424. British Literature, 1950-to the Present (3) Poetry, prose and drama of major writers.

SEGL 425. American Literature, Beginnings to 1830 (3) Colonial and revolutionary American writing with

special attention to literary types and to the influence of religion and politics.

SEGL 426. American Literature, 1830-1865 (3) Readings in representative works.

SEGL 427. American Literature, 1865-1910 (3) Readings in representative works.

SEGL 428. American Literature, 1910-1950 (3) Readings in representative works.

SEGL 429. Literature of the Harlem Renaissance (3) Philosophy and literature of the New Negro movement of the 1920s, including works by Hughes, Hurston, Cullen, Fauset and McKay.

SEGL 430. American Literature, 1950-Present (3) Readings in representative works.

SEGL 436. Science Fiction Literature (3) Representative science fiction from the beginnings of the genre to the present.

SEGL 437. Women Writers (3) Representative works written by women.

SEGL 447. Southern Literature (3) An historical and critical survey of selected works of Simms, Lanier, Cable, Harris, Wolfe, Faulkner, O'Connor, Johnson, Wright, McCullers, and other southern writers.

SEGL 451. Introduction to Linguistics (3) An overview of language and linguistics oriented toward language as a reflection of the structure of the human mind and human society. Phonetics, phonology, morphology, syntax and semantics and how they relate to linguistic theory, to issues of language use, to questions of language in the social context, and to issues of language acquisition and language learning are emphasized.

SEGL 453. Development of the English Language (3) History and evolution of the English language reflecting changes in phonetics, semantics, morphology, and syntax, as well as assembly of dictionaries.

SEGL 455. Introduction to Sociolinguistics (3) Introduction to sociolinguistics and the study of language variation in speech communities around the world. Attention is given to the social context of linguistic diversity including dialectology, language and gender, language and ethnicity, pidgins and creoles, new varieties of English, cross-cultural communication, discourse analysis, and applied sociolinguistics.

SEGL 459. Theories of Composition (3) The theory and principles of rhetoric and the application of these principles in the student's own thinking and writing.

SEGL 468. Advanced Creative Writing (3) An intensive course in one genre (poetry, fiction, creative non-fiction, among others) to be announced by the instructor in advance. The genre selected will vary based on the instructor's area of interest and expertise. This course can be taken more than once if the genre is different. Prerequisite: SEGL 308.

SEGL 483. Theory of Literary Criticism (3) Various theories of literary criticism with the aim of establishing standards of judgment. Practice in criticism of literary works.

SEGL 484. Children's Literature (3) Representative works in children's literature appropriate for the elementary school child.

SEGL 485. Adolescent Literature (3) A survey of literature written for adolescent readers, especially the realistic problem novel. Special attention is placed on defining the characteristics of the field and on developing critical standards for evaluating the works.

SEGL 490. Senior Seminar (3) The integration of knowledge; the exploration of ethical issues; and the application of the skills of research, analysis, and writing about literature at an advanced level. Completion of an academic portfolio, self-directed research and writing, and formal oral presentations are required. The specific focus of the course is designed by faculty and may vary depending on the instructor's area of interest and the students' areas of concentration. Prerequisites: Senior standing; SSPH 201; SEGL 295; and 15 hours of SEGL courses numbered 300 or above, including either 459, 482, or 483.

SEGL 499. Internship (1-3) Supervised professional experience or research outside of the classroom, involving a meaningful project or activity for the employing firm or organization and a scholarly project for the student. For three credit hours, a minimum of 135 hours of supervised work, periodic class meetings and consultation with the instructor are required. A contractual agreement signed by the employer, the student, the instructor, and the dean of the college is mandatory. A student may repeat SEGL 499 once with a different internship contract description for a total of no more than six hours of undergraduate credit. Prerequisite: Junior or senior standing; a minimum of six hours in major courses numbered 300 and above; GPA 2.0 overall, 2.5 in English courses; and consent of the faculty supervisor and advisor.

English as a Second Language (SESL)

SESL 101. Writing I for Non-native Speakers of English (3) Developing in improving the writing skills of the non-native English speaker. Confidence in writing abilities is built through a systematic approach to the understanding of writing as a process.

SESL 105. Effective Reading I for Non-native Speakers of English (3) Developing and improving the reading and vocabulary skills of the non-native English speaker.

Engineering Technology Management (SETM)

Note: *Admission to the SETM program requires a 2.0 grade point average for all college-level coursework attempted prior to program admission. Admission to the SETM program is a prerequisite for all SETM courses. Students must be within 12 hours of earning an associate degree in an approved engineering technology field to enroll in 300 level SETM courses. Students must hold an associate degree in an approved engineering technology field prior to enrollment in any 400-level SETM courses.*

SETM 320. Engineering Cost Analysis (4) Engineering economics and financial analysis of prospective alternatives. Lab includes analysis techniques, use of modeling tools, and applications of techniques toward real-world problems. Occassional off-campus laboratory sessions may be required. Three class and three laboratory hours per week. Prerequisites: Admission to ETM program (within 12 hours of Associate degree completion).

SETM 330. Engineering Work Analysis (4) Techniques for operation analysis, work measurement, and work sampling. Major topics include human factors, work design principles, work environment, economic justification, work measurement and the design process. Predetermined basic motion-time systems and standard data development are introduced. Occassional off-campus laboratory sessions may be required. Three class and three laboratory hours per week. Prerequisites: Admission to ETM program (within 12 hours of Associate degree completion).

SETM 370. Systems Decision Making (4) Systems analysis mathematical models, environmental factors, operations research methodologies, dynamic systems and the application of a variety of computer tools. Three class and three laboratory hours per week. Prerequisites: SETM 320, SECO 291, SMTH 141.

SETM 410. Engineering Teams Theory and Practice (4) Methods of understanding, planning, and presenting information in oral and written formats while working in an engineering team setting. Occassional off-campus laboratory sessions may be required. Three class and three laboratory hours per week. Prerequisites: SETM 320, SETM 330.

SETM 415. Quality Practices (4) Techniques for controlling quality of work processes and assuring delivered or received product quality. Topics include cost of quality, customer/focused quality, quality diagnostic tools, total quality management, quality assurance and quality standards. Occassional off-campus laboratory sessions may be required. Three class and three laboratory hours per week. Prerequisites: SETM 330 and SECO 291.

SETM 420. Engineering Project Management (4) Planning, scheduling, control of engineering projects, and applications of project management tools. Occassional off-campus laboratory sessions may be required. Three class and three laboratory hours per week. Prerequisites: SETM 410 and SETM 415.

SETM 499. Senior Seminar (3) Integration of engineering technology management at an advanced level, the impact of engineers on society, and exploration of ethical issues. Written and oral presentation required. Prerequisites: SETM 470, SETM 410, SETM 415. Pre or co-requisite: SETM 420.

Film Studies (SFLM)

SFLM 240. Introduction to Film (3) A survey of the basic elements of cinema including mode of production, narrative structure, stylistic design, camera and marketing. Prerequisite: SEGL 102.

SFLM 326. Motion Picture and Video Techniques (3) Production techniques used in preparing film and videotape. Prerequisite: SEGL 102.

SFLM 341. Literature and Film (3) Adaptations of novels, short stories and/or plays into cinema. Historical and cultural contexts of production and reception of books and films are emphasized. Prerequisite: SEGL 102.

SFLM 342. Film Genre (3) Characteristics of one or more established movie genres such as documentary, film noir, science fiction, new wave cinema, horror, comedy and others. The genre selected may vary based on the instructor's area of interest or expertise. May be repeated for credit if the topic changes. Prerequisite: SEGL 102.

SFLM 360. Film Directors (3) Screening and analysis of feature-length films from the works of an individual director or a small group of directors. Analysis involves subject matter, themes, and content as well as technical choices and style, marketing, distribution, and reception of the motion pictures. May be repeated for credit if the topic changes. Prerequisite: SEGL 102.

SFLM 398. Special Topics in Film (3) Reading, viewing, and research in a selected film period, style, or other matter of cinema. May be repeated for credit if the topic changes. Prerequisite: SEGL 102.

SFLM 425. History of Film to 1967 (3) The motion picture industry from the silent era to 1967. American and foreign films and film clips are analyzed to emphasize chronological, technical, structural, economic, thematic and cultural connections. Prerequisite: English 102.

SFLM 426. Advanced Video Production (3) Crew assignments during on-air taping and independent group projects involving per-production, production, and post-production. "Hands on" experience is augmented by demonstrations, lectures, and readings. This course is held in the WRET studio in the USC Upstate Media Building. Prerequisite: SEGL 102 and SFLM 326 or previous video or photography experience and permission of Chair, Fine Arts and Communication Studies.

SFLM 435. Film History after 1967 (3) American and foreign films and film clips are analyzed to emphasize chronological, technical, structural, economic, thematic, and cultural connections. Prerequisite: SEGL 102.

SFLM 475. International Film (3) Representative films from countries other than the United States. Major directors, movements, and periods of Africa, Asia, Australia, Central and South America, and Europe are covered. Prerequisite: SEGL 102.

SFLM 480. Interdisciplinary Approaches to Film (3) Cinema explored from the perspective of a specific academic area in addition to film studies. May be repeated for credit if the topic changes. Prerequisite: SEGL 102.

SFLM 481. Cultural Diversity and Difference in Film (3) The representation of race, gender, ethnicity, class, sexuality, age, or other matter of cultural difference in films. Critical and theoretical readings provide framework to interpret cinema in a variety of genres. May be repeated for credit if the topic changes. Prerequisite: SEGL 102.

SFLM 482. Film Theory and Criticism (3) Various methodologies of film interpretation described and applied, including early definitive entries to the field and some or all of the following: auteur, genre, star studies, psychoanalysis, feminism, viewer response, semiotics, narratology, new historicism, and cultural studies. Prerequisites: SEGL 102 and SFLM 240.

French (SFRN)

Note: Unless otherwise indicated, readings, lectures and discussion in foreign language courses above the elementary level are principally in the language concerned. Incoming students with previous experience in a foreign language must take a placement test.

SFRN 101, 102. Introductory French (3, 3) Fundamentals of the language and culture through speaking, listening, reading and writing. Prerequisite for 102 is SFRN 101 or placement through testing.

SFRN 201. Intermediate French (3) Review of the basic principles of the language, with emphasis on reading, writing and oral skills. Prerequisite: SFRN 102 or 121 or placement through testing.

SFRN 202. Intermediate French (3) Review of the basic principles of the language, with emphasis on writing, oral skills, and the reading of literary and other authentic texts. Prerequisite: SFRN 201 or placement through testing.

SFRN 204. French Culture (3) Major artistic, literary and historical movements from the Middle Ages to modern times that have contributed to the French cultural identity. Taught in English. Prerequisite: SEGL 102 or consent of instructor.

SFRN 210. French Oral Communication (3) Enhancement of oral expression through group discussions, oral presentations, and vocabulary development. Prerequisite: SFRN 202 or placement through testing.

SFRN 250. Selected French Studies Abroad (3-6) Development of intermediate level communication skills together with immersion in the culture of a foreign country. Prerequisite: SFRN 102 or 121 or consent of instructor.

SFRN 308. Business French (3) Fundamental elements of the language and exercises in composition centering on business communication skills. Prerequisite: SFRN 202 or consent of instructor.

SFRN 309. French Grammar and Composition (3) Fundamental elements of the language and exercises in composition. Prerequisite: SFRN 202 or consent of instructor.

SFRN 310. French Conversation (3) Advanced vocabulary development and acquisition of fluency through aural and oral activities. Prerequisite: SFRN 210 or placement test.

SFRN 320. French Civilization (3) Culture and civilization of the French-speaking world, with major emphasis on France. Prerequisite: SFRN 202 or consent of instructor.

SFRN 330. Survey of French Literature I (3) A selection of medieval and Renaissance French literature through the sixteenth century. Prerequisite: SFRN 202 or consent of instructor.

SFRN 331. Survey of French Literature II (3) A selection of works from the seventeenth century through the present. Prerequisite: SFRN 202 or consent of instructor.

SFRN 350. Selected French Studies Abroad (3-6) Development of advanced level communication skills together with immersion in the culture of a foreign country. Prerequisite: SFRN 202 or 210 or 250 or consent of instructor.

SFRN 398. Topics in French Language or Literature (1-3) Prerequisite: SFRN 202 or consent of instructor.

SFRN 399. Independent Study or Internship (1-3) Supervised professional experience or research outside the classroom. For three internship credit hours, a student is to work 135 hours with an approved agency; for two credit hours, 90 hours; for one credit hour, 45 hours. For an internship or for an independent study, a contract must be signed by the student and by the instructor of record and other designated faculty and administrators. A student may repeat SFRN 399 once with a different internship or independent study contract description for a total of no more than six hours of undergraduate credit. Prerequisites: GPA 2.0 overall, 2.5 in foreign language course and consent of faculty supervisor.

SFRN 402. Masterpieces of French Drama (3) Selected works from the beginning of French theatre through the present. Prerequisite: SFRN 202 or consent of instructor.

SFRN 403. Masterpieces of the French Novel (3) Selected works from the beginning of the French novel through the present. Prerequisite: SFRN 202 or consent of instructor.

Geography (SGEG)

SGEG 101. The Upstate (3) Uses the landscape approach to study the 10-county area of Northwestern South Carolina. Spatial, economic, social, cultural, demographic and natural traits of the contemporary urban, suburban and rural landscapes are examined after an introduction to the landscape approach.

SGEG 103. Introduction to Geography (3) Principles and methods of geographical inquiry.

SGEG 121. Principles of Regional Geography (3) Description of the regional method and an analysis of the region forming processes. Emphasis is on the distinctive features of large areas of the world.

SGEG 201. Introduction to Physical Geography (4) The spatial significance of land forms, water bodies, and soils. Emphasis is placed on both the man-land relationship and the concept of location. Three class and two laboratory hours per week.

SGEG 202. Introduction to Weather and Climate (4) The interrelationship of weather elements and controls and the spatial distribution of climate and vegetation. Three class and two laboratory hours per week.

SGEG 212. Introduction to Economic Geography (3) Factors in location and production of commodities, commerce and manufacturing.

SGEG 340. Geography of Population, Settlement and Migration (3) (=SSOC 327) Births, deaths, migration and the distribution of human populations, and the analytical methods used in the study of each of these topics.

SGEG 424. Geography of North America (3) Physical and cultural geography of North America with emphasis on the United States.

Geology (SGEL)

SGEL 101. Physical Geology (4) Methods and procedures of science for interpretation of the earth. The natural processes and their products — the minerals, rocks, fossils, structure and surface forms of the earth are considered. Emphasis is placed on the interplay between hypothesis, experiment, and observable fact which characterize productive physical science. Three class and three laboratory hours per week.

SGEL 102. Historical Geology (4) The practice of geology as an historical science with emphasis on the methods of analysis, nature of the record, and guiding principles that have allowed geologists to decipher the history of the earth. Three class and three laboratory hours per week.

SGEL 103. Environmental Earth Science (4) Analysis of the basic energy cycles of the earth the interaction of human activity with earth processes to affect the environment. Three class and three laboratory hours per week.

SGEL 120. Geology of the Southeast (3) Investigation of the geological processes responsible for the land forms and natural resources of the southeastern United States. Three class hours per week and field trips are required.

SGEL 121. Geology of North America (3) Analysis of the geological history and development of the North American landmass, regions and resources. Comparison of similarities among regions, though formed at widely separated periods in earth history, will be emphasized. Three class hours per week and field trips are required.

SGEL 123L. Geology of National Parks - Field Study (1) Developing field techniques in a national park setting. Principles of geology are reinforced in the classroom component followed by travel to a national park for geological research and the development of appropriate field notes. Prerequisite: SGEL 121 or consent of instructor.

SGEL 131. Earth Resources (3) Mineral, earth and water resources, with particular attention to their occurrence and use, and the interaction between geology and economics as limiting factors on resource development. Three class hours per week and field trips are required.

SGEL 241. Environmental Geology of South Carolina (3) An investigation for the environmental geology of South Carolina focusing on specific case studies including water issues, beach management, waste disposal, energy production and use. Prerequisites: Sophomore standing or consent of the instructor.

SGEL 310. Paleobiology (4) Taxonomy and morphology of fossil organisms. Three class and three laboratory hours per week. Prerequisite: SGEL 102 or SBIO 102 or consent of instructor.

SGEL 399. Independent Study (1-6) Directed research project depending on student interest and needs. Prerequisite: consent of instructor.

German (SGRM)

Note: Unless otherwise indicated, readings, lectures and discussion in foreign language courses above the elementary level are principally in the language concerned. Incoming students with previous experience in a foreign language must take a placement test.

SGRM 101, 102. Introductory German (3,3) Fundamentals of the language and culture through speaking,

listening, reading and writing. Prerequisite for 102 is SGRM 101 or placement through testing.

SGRM 105, 106. Introduction to Business German (3,3) Basic oral and written language skills, as well as intercultural awareness necessary for the modern business environment. Prerequisite for 106 is SGRM 105 or consent of instructor.

SGRM 121. Elementary German (3) Intensive review and continuation of basic grammar and vocabulary for fundamental communication skills. Placement in SGRM 121 assumes a minimum of two years high school level experience in the language.

SGRM 201. Intermediate German (3) Review of the basic principles of the language, with emphasis on reading, writing, and oral skills. Prerequisite: SGRM 102 or 121 or placement through testing.

SGRM 202. Intermediate German (3) Review of the basic principles of the language, with emphasis on writing, oral skills, and the reading of literary and other authentic texts. Prerequisite: SGRM 201 or placement through testing.

SGRM 204. German Culture (3) Major artistic, literary and historical movements from the Middle Ages to modern times that have contributed to the German cultural identify. Taught in English. Prerequisite: SEGL 102 or consent of instructor.

SGRM 210. German Oral Communication (3) Enhancement of oral expression through group discussion, oral presentations, and vocabulary development. Prerequisite: SGRM 202 or placement through testing.

SGRM 250. Selected German Studies Abroad (3-6) Development of intermediate level communication skills together with immersion in the culture of a foreign country. Prerequisite: SGRM 102 or 121 or consent of instructor.

SGRM 308. Business German (3) Elements of language centering on written business communication skills. Prerequisite: SGRM 202 or consent of instructor.

SGRM 310. German Conversation (3) Advanced vocabulary development and acquisition of fluency through aural and oral activities. Prerequisite: SGRM 210 or placement through testing.

SGRM 325. Modern German Literature in Translation (3) Masterpieces of German literature. The selection may include texts by T. Mann, Kafka, Brecht, Hesse and Grass. Taught in English. This course may not be used to satisfy a foreign language requirement. Prerequisites: SEGL 102 or consent of instructor.

SGRM 350. Selected German Studies Abroad (3-6) Development of advanced level communication skills together with immersion in the culture of a foreign country. Prerequisite: SGRM 202 or 210 or 250 or consent of instructor.

SGRM 398. Topics in German Literature/Language (1-3) Prerequisite: SGRM 202 or consent of instructor.

SGRM 399. Independent Study or Internship (1-3) Supervised professional experience or research outside the classroom. For three internship credit hours, a student is to work 135 hours with an approved agency; for two credit hours, 90 hours; for one credit hour, 45 hours. For an internship or for an independent study, a contract must be signed by the student and by the instructor of record and other designated faculty and administrators. A student may repeat SGRM 399 once with a different internship or independent study contract description for a total of no more than six hours of undergraduate credit. Prerequisites: GPA 2.0 overall, 2.5 in foreign language course, and consent of faculty supervisor.

Government and International Studies (SGIS)

SGIS 201. American National Government (3) The formation and development of the national government, its organization and powers.

Note: Government and International Studies 201 must be completed prior to enrolling in upper division government and international studies courses.

SGIS 210. Research Methods in Political Science (3) Various approaches to the rigorous study of political phenomena. The emphasis is upon the critical thinking and evaluative skills necessary to the understanding of politics. Among the techniques to be considered are surveys, charts and graphs, case studies, and statistical summaries.

SGIS 238. Fundamentals of Political Behavior (3) Interpretation of the basic concepts relative to American political behavior. Focus on political ideology, political culture, including political socialization, and both individual and group political behavior.

SGIS 300. Introduction to Political Theory (3) A survey of various concepts in western political philosophy such as political obligation, freedom, equality, justice, rights, authority, and power.

SGIS 301. Introduction to Political Science (3) An introduction to ideas important in the study of politics. Topics include the concept of power and the nature of the state as seen in the ideologies of totalitarianism, fascism, socialism, communism, liberalism and pluralism.

SGIS 310. International Politics (3) An introduction to the basic factors influencing nation-state behavior in the world: the nation-state system, nationalism and imperialism, national power, and the present world crisis. The role of the United States in the world community is emphasized.

SGIS 312. Race and Ethnicity in American Politics (3) Impact of race and ethnicity on political participation, representation, institutions, and the evolution of public policy.

SGIS 320. Comparative Politics (3) An introduction to the analysis of the major types of political systems utilizing examples drawn from democratic, communist and underdeveloped nation-states. Problems, approaches and methods associated with the comparative field are emphasized.

SGIS 324. Campaigns and Elections (3) The function, organization, actors, and consequences of campaigns and elections in American politics. Particular races and campaigns will be featured as examples for research into how campaigns work and why they matter.

326. Middle East Politics (3) Comparative study of political processes within Middle Eastern countries and their relations with other states, particularly the United States. Prerequisite: SGIS 201.

SGIS 327. East Asian Politics (3) Comparative study of political processes within East Asian countries and their relations with other countries, particularly the United States. Prerequisite: SGIS 201.

SGIS 330. International Organizations (3) An introduction to the structure and functions of international political and economic organizations. Particular attention is given to the United Nations and its specialized agencies and to emerging regional communities.

SGIS 340. United States Foreign Policy (3) Formulation of American foreign policy, problems of security, trade and diplomacy. Policies related to specific nation-states and regions will be emphasized.

SGIS 350. Women and American Politics (3) The participation of women in American political life and their influence in electoral politics and issue-based movements.

SGIS 360. American Political Parties (3) The functions, history and future of political parties in the United States. Emphasis is on the development of political parties and the consequences of that development upon the party as an organization, the party as an electorate, and the party in the government.

SGIS 361. Political Behavior (3) Political participation in the United States through such activities as interest groups, political protest, contacting officials, voting, running for office. Who participates and why, and the consequences of participation for policy decisions and for society are also examined.

SGIS 363. Southern Politics (3) Selected political patterns and trends within the eleven states of the American South including historical developments since 1950.

SGIS 364. State and Local Government (3) (=SCRJ 364) The institutions, functions, policy making processes, and politics of state and local governments including an examination of the relations between state and local government, and the relations between state and local government and the national government.

SGIS 365. Politics and Media (3) (=SJOU 365) Interpretation of the pivotal role of media in contemporary American politics. Familiarizes the student with fundamental concepts regarding the pervasive role of media in how it shapes our life, political ideology, political culture and political behavior. Prerequisite: SGIS 201 or permission of instructor.

SGIS 370. Introduction to Public Administration (3) (= SCRJ 370) The basic principles and theory of administrative structure, responsibility, and control in relation to policy making in the modern state.

SGIS 374. Introduction to Public Policy (3) Social, political, and technical forces in policy making including various theories of public policy and inquires into selected policy areas. Current policy issues are included and integrated into the larger theories of decision making.

SGIS 380. Environmental Policy (3) An investigation of American national and international issues relating to the ecological basis of human living. Special attention is on environmental issue-areas including air, water, forests, soil erosion, and wildlife as well as the impact of population, the economy, and technology on the quality of the environment.

SGIS 385. American Political Thought (3) A survey of American political theorists from the colonial period to the present with an examination of the social, cultural, historical and scientific developments that have contributed to the nature of American political thinking.

SGIS 386. Art and Politics (3) A presentation of the connection between art and political thought. The course focuses on architecture, painting, and music as they express political values and attitudes. Prerequisite: SGIS 201.

SGIS 399. Independent Study (1-6)

SGIS 400. Terrorism and Political Violence (3) Forms, causes, and consequences of political violence with special attention to terrorism.

SGIS 403. History of Western Political Thought (3) A survey of political theories propounded by western political philosophers from Plato to Nietzsche.

SGIS 420. Women and Politics: A Global Perspective (3) Women's status and political activism around the globe. The focus is on similarities and differences and the bases for them. Prerequisite: SGIS 320 or consent of instructor.

SGIS 445. Public Policy Seminar: K-12 School Reform (3) Examination of current K-12 school reform efforts

as public policy initiatives. Analysis of various models and approaches as appropriate methods of stabilizing and changing public schools as institutions fundamental to American society.

SGIS 450. Constitutional Law (3) The evolution of governmental powers focusing on the judiciary, the presidency, congress, the states, and intergovernmental relations.

SGIS 451. Civil Rights and Civil Liberties (3) (=SCRJ 451) Freedom of religion, freedom of speech and association, due process, equal protection, and criminal procedure.

SGIS 452. The Judicial Process (3) (=SCRJ 452) The growth of law, the lawmaking of the courts, the structure and organization of federal and state courts, the procedures involved in civil and criminal cases, and the problems and proposals for reform in the administration of justice.

SGIS 460. International Law (3) History and basic principles of law among nation-states. Emphasis is upon the scope of international law and the extent to which law shapes the behavior of international actors.

SGIS 462. The Legislative Process (3) Structure, organization, powers, functions and problems of legislative bodies.

SGIS 463. The American President (3) The constitutional powers and political roles of the president with lesser emphasis upon state governors. Emphasis is placed on the chief executive and administration, executive relationships with legislatures, and party and popular leadership by the executive.

SGIS 481. The Politics of Inequality (3) The progress made by, and relationship between, the struggles for racial, gender, and economic equality in America. Topics include theories of justice, the nature of oppression, political participation, and the philosophical and legal development of equal rights.

SGIS 491. Topics in Government and International Studies (1-3) May be repeated once as topics change.

SGIS 495. Political Science Internship (1-6) Supervised work experience in a political or governmental environment. A minimum of three hours work per week is required for each credit hour. Students are required to meet periodically with the supervising faculty member. Prerequisites: junior or senior standing and consent of the instructor. Students are limited to a maximum of six hours combined from SGIS 495 and 496.

SGIS 496. Public Administration Internship (1-6) Supervised work experience in a public administration environment. A minimum of three hours work per week is required for each credit hour. Students are required to meet periodically with the supervising faculty member. Prerequisites: junior or senior standing and consent of the instructor. Students are limited to a maximum of six hours combined from SGIS 495 and 496.

SGIS 500. Senior Seminar (3) Exploration, at an advanced level, of issues, topics and dilemmas in both the subject matter and the profession of political science with emphasis on research and oral presentation of research findings. The specific topics covered in the course vary . Prerequisites: 12 hours of SGIS at the 300-level or above, or consent of instructor.

SGIS 571. Public Financial Administration (3) Principles and practices of financial administration including organization, budgeting, assessment, treasure management, and debt.

SGIS 572. Public Personnel Management (3) Fundamental principles of personnel organization and administration, including an analysis of personnel techniques.

Healthcare Information Management and Systems (SHIM)

SHIM 201. Understanding Healthcare Organizations (3) Introduction to origins and evolution of current healthcare delivery systems and organizational structures, healthcare terminology and language structures, common usage, acronyms, and basic uses of information in a variety of healthcare settings. Topics also include introduction to levels of information users and information needs within a variety of healthcare organizations. Prerequisites: SCSC 138, SIMS 201, or consent of instructor.

SHIM 301. Healthcare Information Systems (3) Introduction to healthcare information systems to include management and administration information systems, clinical information systems, business information systems, decision support, critical care applications, information systems in education, and emergent system applications. Particular emphasis is placed on automation required for the emerging "paperless" environment and computer-based records. Prerequisite: SHIM 201 or consent of instructor.

SHIM 302. Information Trends in Healthcare Systems (3) Data, knowledge, and information structures, terminological control, index language functions, regulatory determinants of data collected/stored (ex. JCAHO/HIPPA, etc.), including study of language development in healthcare systems evolution. Prerequisite: SHIM 301 or consent of instructor.

SHIM 412. Ethics and Risk Management in Healthcare Information Systems (3) Selected ethical issues, confidentiality, preservation and conservation of sensitive data, data maintenance and integrity preservation. Prerequisites: SPHL 211 or SPHL 310 or SPHL 311 or SPHL 321; and SHIM 302; or consent of instructor.

SHIM 413. Network Applications for Healthcare Information Systems (3) Understanding LAN/WAN uses and functions in healthcare systems. Students will explore various network applications in healthcare settings to include WAN utility, wireless LAN and Intranets. Also emphasized is the emergent nature of network applications in various healthcare systems. Prerequisite SIMS 415 or consent of instructor.

SHIM 417. Healthcare Information Security (3) Infrastructure assessment, business protection practices, and compliance management based on the International Information Systems Security Certification Consortium's 10-domain model for healthcare information technology systems. Prerequisite: SCSC 315 or consent of instructor.

SHIM 450. Healthcare Database Systems and Information Retrieval (3) Database formats and structures, query techniques, document classification, managing large data collections, statistical applications in data management. Emphasis is placed on the discovery of methods to capture data as an important institutional resource through efficient management of databases and data repositories, and on the importance of data collections that provide accurate outcome assessment. Prerequisite: SIMS 421 or consent of instructor.

SHIM 496. Special Topics (3) Study reflective of current issues/topics related to the field of healthcare information management. Topics might include (but are not limited to) emergent technology in healthcare settings such as user interface design, expert system evolution, virtual environments, soft computing/fuzzy logic applications, artificial intelligence. Topics chosen for study in a given semester will be determined by the sate of the science at the time of the offering. Prerequisite: Completion of 12 hours SHIM courses.

Health Education (SHED)

SHED 170. First Aid (3) Instruction leading to basic certification in standard first aid and cardiopulmonary resuscitation. Discussion of HIV/AIDS and back injury prevention is also included.

SHED 221. Lifelong Health and Wellness (3) Wellness and fitness trends in America. Self-assessment of health status concepts, human sexuality, health promotion strategies (physical fitness, stress management, nutrition, weight control) and health maintenance of major life style diseases (Cardiovascular disease, cancer, diabetes mellitus, HIV, substance abuse).

SHED 331. Health and Physical Education for the Elementary School Child (3) Methods and materials for teaching health and physical education in the elementary school including integration and correlation of materials with other subjects at primary and intermediate grade levels.

SHED 334. The School Health Program (3) Methods of teaching health with special emphasis on the relationship of health to physical education. Health service, healthful school living, and method and materials of teaching health are included. Prerequisites: SHED 221 and SBIO 232.

History (SHST)

SHST 110. Introduction to American History (3) The development of United States society from pre-Columbian times to the present, emphasizing the development of social, political, and economic institutions that have shaped contemporary society.

SHST 111. Introduction to European History (3) Changes, continuities, and characteristics of Europe with emphasis upon the period from the Renaissance to the present.

SHST 112. An Introduction to Non-Western Civilizations (3) A survey of the major developments and characteristics of non-western civilizations and cultures in Asia, Africa, and the Americas.

SHST 198. Current History (1) Major events in the news with emphasis on their historical context and likely long-range significance. May be taken up to three times for credit.

Note: the prerequisite for all upper division history courses is any 100-level history course or the consent of the instructor.

SHST 300. Introduction to Historical Studies (3) Methods of historical inquiry. Particular attention is given to primary and secondary sources, document analysis, citation methods, research paper skills, and historical writing.

SHST 301. History of the United States to 1877 (3) The indigenous peoples, the era of discovery, and the nation from Independence to the end of Reconstruction, emphasizing major political, economic, social, and intellectual developments.

SHST 302. History of the United States since 1865 (3) The rise of modern America after the Civil War, emphasizing the political, social, economic, and intellectual trends that contributed to the development of contemporary society.

SHST 303. Early North America (3) The history of North America from its earliest inhabitants, the exploration and colonization of North America through the end of the American Revolution. The subject matter includes Native American societies, background on the Europeans and Africans who would migrate to North America, the collision of cultures, family life and labor, colonial administration, international rivalries, and the move toward national independence in the British colonies.

SHST 304. The United States from Independence to the Civil War (3) The political, social, economic, geographic, and intellectual development of the United States from the end of the colonial period to the onset of the Civil War.

SHST 305. Civil War and Reconstruction, 1860-1877 (3) The political, social, military, and economic history of the war and the struggle to rebuild the nation in its aftermath.

SHST 306. The Making of the Modern United States, 1877 to 1945 (3) The transformation of modern America into an industrial giant and world power between the end of Reconstruction and the end of World War II, covering economic, social, political, intellectual, and cultural developments.

SHST 307. United States History since 1945 (3) The emergence of the United States as a global power since the end of World War II, and the political and social struggles in contemporary society.

SHST 308. Native American History (3) Pre-Columbian times to the present in North America. Emphasis is placed on economic, political, military and social changes in native cultures over time in response to first European then American enroachment.

SHST 310. African-American History to 1865 (3) The African background, origins of slavery, the rise of the free black community, and African Americans as actors in the political, economic, social, and cultural history of the United States to the end of the Civil War.

SHST 311. African-American History since 1860 (3) The African American role in the Civil War. Emancipation, Reconstruction, and the development of the black community since 1860. Major topics include African Americans' struggle for autonomy and equal rights in the political and economic arenas, the impact of race in American society, and the intellectual and cultural traditions of African Americans.

SHST 312. American Military History (3) United States involvement in armed conflicts from the colonial period to the present. Subjects covered include the evolution of warfare, the place of the military in society, and the development of professionalism in American forces.

SHST 313. The Vietnam War (3) The causes, major events, and impact of the Vietnam War viewed in a cross-cultural context.

SHST 320. The South to 1865 (3) The southern United States from the colonial era to the end of the Civil War, emphasizing the development of regionally distinct political, social, economic, and cultural characteristics and institutions.

SHST 321. The South since 1865 (3) The southern United States from the era of Reconstruction to the present. Topics include the tension between an increasingly national focus in economics and politics and the desire to maintain local social control. The question of the persistence of a southern identity is central.

SHST 322. History of South Carolina, 1670 to the Present (3) The origins and development of South Carolina from colonial times to the present with emphasis on the unique role the state has played in the nation's history.

SHST 323. Our Past: Upstate History (3) Local history, focusing on Greenville, Spartanburg, and Cherokee Counties. Public/applied history techniques and projects are included.

SHST 330. Early Mediterranean Empires (3) Peoples in trade, politics, culture, and society in the Mediterranean region through the rise of the Byzantine Empire. Significant attention is given to the Egyptian, Persian, and Byzantine Empires with the main emphasis on Greece and Rome.

SHST 332. Renaissance and Reformation in Europe (3) Economic, political, social and cultural developments in Italy in the fourteenth and fifteenth centuries; their spread north and collision with the new ideas released in the Protestant revolt of the sixteenth century. Significant attention is given to the religious wars of the late 1500s and early 1600s.

SHST 333. Absolutism and Enlightenment in Europe (3) Social, economic, intellectual, cultural and political transformation of Europe from Louise XIV to the French Revolution. Significant attention is given to Absolutism, Louise XIV, Peter the Great, Frederick the Great, Maria Theresa, Catherine the Great and the new ideas of the Enlightenment.

SHST 335. Twentieth Century Eastern Europe (3) Eastern Europe from Austro-Hungarian, Russian and German domination to present. Significant attention is paid to nationalism, national self-determination, World Wars I and II, economic and political struggles, communist domination, and independence.

SHST 336. Nineteenth Century Europe (3) Europe from the French Revolution to the end of the nineteenth century. Significant attention is paid to the French Revolution, the Napoleonic Era, industrial development and its consequences, new ideologies, imperialism, and the rise of Italy and Germany.

SHST 337. Age of the World Wars (3) World War I, the Inter-war years, and World War II. Particular attention is given to the causes and events of World War I, the Paris Peace Conference of 1919, the struggles of the Inter-war period, the rise of Adolf Hitler, and the causes and events of World War II.

SHST 338. Europe's Cold War (3) The Cold War experience in Europe from 1945 to the early 1990s, from a political, social, cultural, economic and military perspective. Significant attention is given to European recovery, the creation of the Soviet Bloc as well as its demise, and European unity.

SHST 340. Germany since 1870 (3) Cultural, political, intellectual and social impact of unification, World War I, the Weimar Republic, the Third Reich, East and West Germany, and reunification.

SHST 341. History of Modern Russia (3) Political, economic, social and cultural developments from the mid-nineteenth century through the present.

SHST 347. Medieval Britain 1066-1399 (3) Political, social, economic, religious, and intellectual development in Britain during the High Middle Ages, from the Normal Conquest to the fall of Richard II.

SHST 348. Early Modern Britain 1399-1750 (3) British social, political, religious, cultural, and economic development in the early modern period. Topics include Henry VIII, Bloody Mary, Elizabeth, the English Civil War and the Glorious Revolution.

SHST 349. Modern Britain 1750-Present (3) British social, political, religious, cultural and economic development in the modern period, including the rise of industrialization, imperialism, and the two World Wars.

SHST 350. Genocides in Europe (3) Causes, comparisons, and consequences of ethnic cleansing and genocide from the late nineteenth century through the present. Significant attention is paid to the Jewish Holocaust in World War II.

SHST 351. Women in Early Modern Europe and America (3) Changing notions of the female body and women's roles as lovers, housewives, mothers, philosophers, consumers, workers, saints and potential citizens in pre-industrial, commercial and early industrial Europe.

SHST 352. Women in Modern Europe and America (3) Industrialization, changing images of the female body, radical and reform movements, war, economic depression, citizenship, race, professionalization, women's unwaged as well as wage labor, and effect of occupational choice upon women's social roles.

SHST 353. History of Science (3) The development of natural philosophy from the ancient Greeks through the Scientific Revolution and Enlightenment to the rise of modern science.

SHST 354. Birth of Europe 300-1000 (3) European political, social, economic, religious, and intellectual development from the establishment of Christianity as an officially sanctioned religion to the dawn of the feudal age. Topics will include the Germanic kingdoms, Charlemagne's Empire and the Viking invasions.

SHST 355. Medieval Civilization 1000-1400 (3) European political, social, economic, religious, and intellectual development during the High Middle Ages. Topics will include feudalism, the Crusades, and the Black Death.

SHST 360. Africa to 1800 (3) Traditional culture, early civilizations, rise of Islam, Sudanic empires, and the slave trade era.

SHST 361. Africa since 1800 (3) Commercial and religious revolutions of the 19th century, partition, colonial rule, post-independence, and South Africa.

SHST 370. History of China (3) The cultural, economic, social, and political development of China with emphasis on the transformation of traditional Chinese society from 1644 to the present.

SHST 371. History of Japan (3) The cultural, economic, social, and political development of Japan with emphasis on the transformation of traditional Japanese society from 1600 to the present.

SHST 372. History of India (3) The cultural, economic, social, and political development of India with emphasis on Hindu and Islamic influences, the rise of nationalism during the period of British rule, and post-independence India.

SHST 380. Latin American to 1830 (3) Indigenous cultures, the Spanish and Portuguese presence in the Caribbean, South America and Mesoamerica through independence.

SHST 381. Latin American since 1810(3) Independence, the national period, the struggles for political stability and democracy and against militarism and authoritarianism, economic development, issues of ethnic identity and culture.

SHST 390. Foundations of a Global Society to 1800 (3) Early interaction among major world areas; the beginning of European maritime expansion in the fifteenth century; the establishment of colonial and commercial empires; the slave trade era; and the political, economic, and cultural consequences of these developments to the early nineteenth century.

SHST 391. Emergence of a Global Society since 1800 (3) Developments since the late eighteenth century, including the impact of population increase and migration, the imperialism of the later nineteenth century and the nature and consequences of the colonial era that followed, the transition to independence, continuing technological innovation and the interconnectedness of the contemporary world.

SHST 399. Independent Study (1-6)

SHST 491. Topics in History (3) Reading and research on selected historical subjects. Prerequisite: Any lower division history class or consent of instructor.

SHST 492. Topics in United States History (3) Reading and research on selected historical subjects related to the history of the United States. Prerequisite: U.S. history at the 300-level or consent of instructor.

SHST 493. Topics in European History (3) Reading and research on selected European subjects.

SHST 494. Topics in Non-Western History (3) Reading and research on selected Non-Western subjects.

SHST 495. Topics in African-American History (3) Reading and research on selected historical subjects related to the African-American experience. Prerequisite: SHST 310, SHST 311, or consent of instructor.

SHST 496. Topics in Women's History (3) Reading and research on selected subjects in women's history. Prerequisite: Any lower division history class or consent of instructor.

SHST 500. Senior Seminar (3) Exploration, at an advanced level, of issues, topics and dilemmas in both the subject matter and the profession of history with emphasis on research and oral presentation of research findings. The specific topics covered in the course vary. Prerequisite: 12 hours of SHST at the 300 level or above with a minimum grade of C, or consent of instructor.

Honors Courses (HONS)

HONS 101. First Year Honors Experience (3) Study of a particular theme taught by faculty across disciplines. Intensive reading, writing, and research. Prerequisite: Admission to Honors Program as a first year student; or permission of director of honors program.

HONS 102. Chancellor's Honors Seminar (1-3) Study of a particular topic taught by the Chancellor or Executive Vice-Chancellor of Academic Affairs. Prerequisite: Admission to Honors Program or permission of director of honors program.

HONS 250. Honors Travel (1-3) Visits to and study of international or US sites of historic, cultural, and/or literary significance. Content and itinerary will vary depending on the instructor's area of interest. Prerequisite: Admission to Honors Program or permission of honors program director.

HONS 301. Honors Colloquium Study (3) Examination of a particular theme taught by faculty across disciplines. Intensive reading, writing, and research. Prerequisite: Admission to Honors Program as a sophomore, junior or transfer student; or permission of director of honors program.

HONS 350. Honors Travel (3) Visits to and study of international or US sites of historic, cultural, scientific, and/or literary significance. The focus and work product for the course vary depending on the instructor's area of interest. Prerequisite: Admission to Honors Program or overall GPA of 3.25 at USC Upstate or accredited institution with permission of the Director of the Honors Program.

HONS 399. Honors Independent Study (3-4). Directed research and reading of a complex and extensive nature in keeping with the student's major interests. A written report or work is required at the end of the term. Research involves both primary and secondary sources. Consent of the Director of the Honors Program. May be repeated with the consent of the Director of the Honors Program for a total of no more than eight hours of undergraduate Honors credit. A university contract must be completed with all required signatures.

HONS 401. Honors Thesis (3) Independent original scholarship completed under the supervision of an honors faculty member. Work completed is an original essay, annotated creative work or performance, scientific report, or other special project. One meeting hour per week and independent research. May be repeated for credit once. Prerequisite: Admission to Honors Program; 12 honors credits, permission of director of honors program.

Information Management and Systems (SIMS)

SIMS 101. Survey of Information Technology (3) Use of information technology to collect, analyze, and transform data into knowledge using desktop software and commonly available Internet-based resources and the evaluation of information sources for accuracy, suitability, safety, security, societal and ethical issues.

SIMS 201. Concepts of Information Management and Systems (3) Theoretical foundations of organization of information; cognitive structures and processing of data, information, knowledge, and understanding information uses and users. The integrated and interdisciplinary nature of information science and computer science is introduced and developed through case studies and examples from concentration disciplines: business, education, communication, and healthcare settings. Prerequisite: SCSC 138.

SIMS 211. Microcomputer Organization (3) Introduction to the major features of operating system software, the primary functions of CPU's, bus architectures, secondary storage devices, peripheral devices, hardware and software configuration. The goal is the assembly and disassembly of microcomputer systems and installation of operating systems, network operating systems, and applications software. Prerequisite: SCSC 138 or consent of instructor.

SIMS 303. Organizational Informatics (3) Needs, uses and consequences of information in organizational contexts, organizational types and characteristics, functional areas and business processes, information-based products and services, the use of and redefining role of information technology, sociotechnical structures, and the rise and transformation of information-based industries. Prerequisite: SIMS 201 or consent of instructor.

SIMS 305. Social Informatics (3) Key social research and perspectives on the use of information and commu-

nication technologies, information ethics, relevant legal frameworks, popular and controversial uses of technology, digital divides, and multicultural issues of information management. Prerequisites: SIMS 303 or equivalent or consent of instructor.

SIMS 345. Technical Presentation and Communication (3) Communication technologies in the workplace such as Power Point, Lotus, Freelance and HTML. Prerequisites: SCSC 138 and SSPH 201.

SIMS 346. Communication and New Technology (3) Understanding the components of various technologies and their importance in information management and dissemination within and outside the organization. Prerequisite: SCSC 138.

SIMS 347. Web page Construction (3) Design of user-layer Web pages using HTML, Java script, Flash, and Dreamweaver, featuring graphic preparation, layout and effective presentation of information. Prerequisites: SIMS 305 of SIMS 303 or consent of instructor.

SIMS 399. Independent Study in Informatics (1-6) Directed and self-guided research into topics of interest in the field of informatics. May be repeated for a maximum of 6 credit hours. Prerequisite: Consent of instructor.

SIMS 415. E-Commerce and the Internet (3) Coordination and cultural challenges, value creation opportunities, and information management issues associated with various forms of electronic commerce including electronic data interchange, the World Wide Web, and the Internet in today's global economy. Prerequisite: SCSC 315 or consent of instructor.

SIMS 421. Data Warehousing and Decision Support Systems Technology (3) Data warehousing, online analytical processing, and decision support systems. Topics include design and architectural issues, cost effectiveness, management concerns, data integrity, deployment, and maintenance issues. Prerequisite: SCSC 325 or consent of instructor.

SIMS 422. Knowledge Inference Systems & Applications (3) Knowledge representation, intelligent decision systems, uncertainty and inexact knowledge, principals of rule-based systems, action rules, interestingness measures, usability evaluation. Select study of actual systems and applications in specific domains such as: medicine, business, communications, and education. Prerequisite: SIMS 421 or consent of instructor.

SIMS 423. Human-Machine Interaction (3) Concepts of interaction and how people acquire, store and use data including interface analysis and creation, human factors in perception, pattern recognition, speech recognition, attention, memory and expectation. Prerequisite: Senior standing or consent of instructor.

SIMS 440. Business Process Re-engineering & Workflow (3) Information technology and communication requirements of, and cultural or social issues pertaining to, the flow of work through distributed information management processes in business and other organizations. Prerequisites: SIMS 415 and senior standing or consent of instructor.

SIMS 441. IT Project Management (3) Breakdown, estimation, leadership of a diverse team, and the use of tools to ensure the completion of deliverables within budget and on schedule. Prerequisites: SIMS 415 and senior standing or consent of instructor.

SIMS 450. Executive IT Management (3) Issues and challenges facing IT executives including IT alignment and governance, consensus, executive leadership, oversight, return-on-investment analysis, project management, and risk management. Prerequisite: Senior standing or consent of instructor.

SIMS 496. Special Topics in Informatics (1-6) Current trends, events, software, hardware, and issues in informatics, information technology, and information management. May be repeated for a maximum of 6 credit hours. Prerequisites: Senior standing and consent of instructor.

SIMS 498. Experiential Learning in Information Management and Systems (3) The application of learning in a professional setting. To complement and strengthen the Information Management and Systems academic program, students will complete a planned program of observation, study, and work in selected organizations with information management and systems offices. Student will have an opportunity to apply and articulate what they have learned in the classroom. Prerequisites: IMS major, senior standing and approval of instructor. Pass/fail credit.

SIMS 499. Senior Seminar in Information Management and Systems (3) Integration of knowledge in information management and systems. Students will study and evaluate current innovations in technology and current applications of these systems. Case studies involving information systems technology will be used. Students will research and present new trends in technology. Students will experience an intensive and practice exercise in scholarship production. Class discussion will foster effective and creative implementation of research strategies, writing abilities, documentation procedures, portfolio development, and presentational skills.

Journalism (SJOU)

SJOU 201. Survey of Mass Communications (3) Survey of the principles, philosophies, policies and practices of the mass media with an overview of the print media, the broadcast media, and advertising/public relations. Prerequisite: SEGL 102.

SJOU 302. History of Journalism (3) The development of mass media from the colonization of America to the present. The interrelationships between print media and

American social, cultural, economic and political issues are explored, with some examination of how these interrelationships influenced the development of twentieth century non-print media. Prerequisite: SEGL 102.

SJOU 303. Law and Ethics of the Mass Media (3) South Carolina and federal law relating to mass communications, the Internet, and the ethics of the journalistic profession. Prerequisite: SJOU 201 or consent of instructor.

SJOU 304. Writing for the Media (3) Writing for print, broadcasting, public relations, the Internet, both news and non-news. Using word processors, students prepare exercise and copy both in class and out of class on set deadlines. Prerequisite: SEGL 101.

SJOU 305. Mass Communication Theory (3) The role of communication models such as the social learning theory, agenda setting, and cultivation theory in explaining the processes and effects of mass communications. Prerequisite: SEGL 102.

SJOU 310. Mass Media and Society (3) How mass media function and influence today's world. The interaction of mass media and contemporary culture is explored through an analysis of media examples. Prerequisite: SEGL 102.

SJOU 325. Speech for Radio and Television (3) Principles, standards and skills for broadcast speech in varied formats. Focus areas include pronunciation, enunciation, rate of delivery, pitch, inflection, and use of appropriate terminology in scripted and ad lib delivery. Prerequisite: SSPH 201.

SJOU 328. Public Relations and Persuasion (3) An analysis of the influencing of public opinion by business, government, consumer groups, minorities, environmentalists, and others. Prerequisite: SEGL 102.

SJOU 333. Newswriting and Reporting (3) Practices in print journalism. Students prepare copy in class against said deadlines. Prerequisite: SJOU 201.

SJOU 334. Writing for Broadcasting (3) Writing commercials, news stories, interview programs, documentaries for radio, television and film. Using word processors, students prepare copy in class against deadlines. Prerequisite: SJOU 201.

SJOU 335. Feature Writing (3) Focus on producing specialized articles on topics selected from such areas a public or community affairs, business, entertainment, science, sports, medicine and education. Using word processors, students prepare copy in class against set deadlines. Prerequisite: SJOU 201.

SJOU 398. Special Topics in Journalism (3) A specific area or media field is explored relating to the professional responsibilities of the journalism student looking toward the career marketplace. Prerequisite: SJOU 201.

SJOU 424. History of American Broadcasting (3) The American system of broadcasting, with emphasis on the chronological, structural, economic, social, and cultural development of radio and television. Prerequisite: SEGL 102.

SJOU 430. Media Management (3) Procedures, problems, and concerns relating to the administration and management of media agencies -- print, broadcast, advertising, and public relations. Prerequisite: SEGL 102.

SJOU 480. Minorities in the Media (3) An examination of media's depiction of groups that are marginalized based on race, class and/or gender. The interactions and relationships among professional terminology, cultural implications, message construction, media analysis and community perceptions are explored. Prerequisite: SEGL 102.

Logic (SLGC)

SLGC 205. Introduction to Logic and Rhetoric (3) (= University 301) The identification and evaluation of reasoning as it occurs in natural language uses. The techniques of careful reading and clear writing are demonstrated through the production of critical essays. Two lecture and one laboratory hour per week. Prerequisite: SEGL 102.

SLGC 207. Deductive Logic (3) An examination of deductive arguments through the use of Aristotelian logic and propositional logic.

SLGC 208. Inductive Logic (3) The nature of arguments expressing inductive inferences. Included are the problem of induction, the probability calculus, the logic of experimentation, statistical inference, and decision-making models. Prerequisite: SLGC 205 or consent of instructor.

SLGC 307. Advanced Symbolic Logic (3) Advanced study of formal logic using propositional logic and predicate calculus. Prerequisite: SLGC 207 or consent of instructor.

Mathematics (SMTH)

Note: *The appropriate entry level in mathematics is determined by the student's intended major and a mathematics placement examination given to all entering freshmen. Placement testing is also required for transfer students who have not completed their general education mathematics requirements.*

Majors in the natural or computer sciences or mathematics who have completed three years of college preparatory mathematics and have demonstrated competence on the mathematics placement examination; should enroll in Mathematics 121, 126 or 127 as appropriate. Students

who need both college algebra and trigonometry have the option of taking Mathematics 121 (with a grade of B or better) or 126, and Mathematics 127. Those who have demonstrated competence in college algebra can take Mathematics 127 to meet the calculus prerequisite. Upon successful completion of one of the precalculus options, students should enroll in Mathematics 143. Those who have completed four years of college preparatory mathematics, including trigonometry, and have demonstrated competence on the mathematics placement examination, should enroll in Mathematics 143.

Students not majoring in the natural or computer sciences, who have successfully completed high school Algebra I and II, and have demonstrated competence on the mathematics placement examination, should enroll as follows: business administration majors in the Mathematics 121, 122 sequence; elementary, early childhood, and special education majors in Mathematics 121, and 231; other majors in a mathematics course determined by their advisors.

SMTH 102. Elementary Statistics (3) The fundamentals of modern statistical methods, descriptive and inferential statistics, probability and sampling; primarily for students in fields other than mathematics who need a working knowledge of statistics. Prerequisites: high school Algebra I and II, or equivalent.

SMTH 120. College Mathematics (3) Linear equations and inequalities, exponential equations, mathematics of finance, fundamental set theory, fundamentals of probability and statistics. This course may not be used to satisfy any prerequisite requirement for higher-numbered mathematics courses. Prerequisites: appropriate score on placement test and high school Algebra I and II.

SMTH 121. College Algebra (3) Equations and inequalities, graphing, polynomial, rational, exponential, logarithmic, and other functions; matrices and systems of equations. Only one of SMTH 121 and 126 may be used to satisfy a mathematics requirement for general education or major credit. Prerequisites: appropriate score on placement test and high school Algebra I and II. For students who need a more intensive study, an expanded version of college algebra (SMTH 121A) is available. SMTH 121A is open to students who have an appropriate score on the placement test, have completed SMTH 120 with the mandatory lab, or if the student, in consultation with his or her advisor, determines that extra instruction is needed in order to succeed in SMTH 121.

SMTH 122. Calculus for Management and Social Sciences (3) Derivatives and integrals of elementary algebraic, exponential and logarithmic functions; maxima, minima, rate of change, area under a curve, and volume. Problems and examples are drawn from a variety of areas which include economics, psychology, biology, geography, and geology. Prerequisite: SMTH 121, 126 or eligibility for exemption from SMTH 121.

SMTH 126. Precalculus I (3) Subsets of the real number line; polynomial, rational, absolute value, exponential and logarithmic relations and functions. Only one of SMTH 121 and 126 may be used to satisfy a mathematics requirement for general education or major credit. Prerequisites: appropriate score on placement test and three years of college preparatory mathematics; or a "C" or better in Mathematics 099 and three years of college preparatory mathematics.

SMTH 127. Precalculus II (3) Trigonometric functions, trigonometric identities, solution of equations and triangles, inverse trigonometric functions, vectors, polar coordinates; analytic geometry. Prerequisite: appropriate score on placement exam or consent of instructor. Prerequisite or Corequisite: SMTH 126.

SMTH 141. Calculus I (4) Limits, continuity, the derivative, differentiation with applications in the natural sciences and engineering, antiderivatives, basic integrals with applications. Prerequisites: appropriate score on placement test and 4 years of college preparatory mathematics including trigonometry; or C or better in both SMTH 126 and 127; or consent of instructor.

SMTH 142. Calculus II (4) Applications of integration, techniques of integration, differential equations, parametric equations, and finite sequences and series. Prerequisite: SMTH 141 or its equivalent.

SMTH 144. Calculus II (3) Definite and indefinite integrals, techniques of integration, and application of integration. Prerequisite: SMTH 143.

SMTH 174. Elements of Discrete Mathematics (3) Topics in basic logic; proof techniques; sets, relations, and functions; counting; and elementary number theory. Prerequisite: high school precalculus, or SMTH 126 or equivalent, or consent of the instructor.

SMTH 202. Elementary Statistics II (3) An expansion of topics taught in the first semester of elementary statistics such as hypothesis testing; inferences; correlation and regression. Additional topics to be covered include: multinomial experiments and contingency tables; analysis of variance; statistical process control; and individual projects. Prerequisites: SMTH 102, or SECO 291, or SSOC 201, or SPSY 225.

SMTH 231. Basic Concepts of Elementary Mathematics I (3) The meaning of number, fundamental operations of arithmetic, the structure of the real number system and its subsystems, elementary number theory. Open only to students in early childhood, elementary, middle grades, or special education. Prerequisite: Grade of C or better in SMTH 121 or higher, not including statistics, or consent of the instructor.

SMTH 232. Basic Concepts of Elementary Mathematics II (3) A continuation of the development of the real number system and its subsystems, basic concepts of

probability, and elementary data analysis. Open only to students in early childhood, elementary, middle grades, or special education. Prerequisite: Grade of C or better in SMTH 231 or consent of the instructor.

SMTH 233. Geometry and Measurement (3) A study of properties and relationships of shape, size, and symmetry in two and three dimensions; explorations of concepts of motion in two and three dimensions through transformations. Open only to students in early childhood, elementary, middle grades, or special education. Prerequisite: SMTH 231 or higher with a grade of C or better, or consent of the instructor.

SMTH 241. Calculus III (4) Vectors and geometry of space, vector functions, partial derivatives, multiple integration, vector calculus and second order differential equations. Prerequisite: C or better in SMTH 142 or its equivalent; or consent of instructor.

SMTH 243. Calculus III (3) Improper integrals, parametric equations, polar coordinates, infinite sequences and series, and differential equations. Prerequisite: SMTH 144.

SMTH 244. Calculus IV (3) Geometry of three-dimensional space, vectors, partial differentiation, cylindrical and spherical coordinates, and multiple integration. Prerequisite: SMTH 243.

SMTH 245. Elementary Differential Equations (3) Ordinary differential equations of first order, higher order linear equations, Laplace transform methods, series methods; numerical solutions of differential equations; applications to the physical sciences and engineering. Prerequisite: SMTH 243.

SMTH 315. Statistical Methods I (3) Concepts and methods of statistics with emphasis on applications for those who desire a working knowledge of statistics; review of probability, sampling, and descriptive statistics; study of estimation of population parameters, testing statistical hypotheses, regression and correlation, and non-parametric statistical tests. Prerequisite: SMTH 102 or 143, or SECO 291, or SSOC 201, or SPSY 225, or consent of the instructor.

SMTH 320. Mathematical Modeling (3) Graphs of functions as models, modeling using proportionality and geometric similarity, model fitting and models requiring optimization, experimental modeling, modeling using the derivative and interactive dynamic systems. Prerequisite: SMTH 144.

SMTH 340. Mathematical Structures and Proof (3) Topics in set theory, logic, elementary application of logic, methods of mathematical proofs, equivalence relations and partial orderings, functions and mappings, and number systems. Prerequisite or Corequisite: SMTH 243.

SMTH 344. Matrix Algebra (3) Matrices, systems of linear equations, vectors, Euclidean vector spaces, linear transformations, eigenvalues and eigenvectors. Prerequisites: SMTH 144 or consent of instructor.

SMTH 345. Applied Partial Differential Equations (3) Basic linear Partial Differential Equations (PDEs) of hyperbolic, parabolic, and elliptic types used in mathematical modelling of physical, chemical, biological and other phenomena, systems, technical devices and financial markets. Selected topics such as the boundary value and initial value problems are covered. Prerequisite: C or better in SMTH 245 or consent of instructor.

SMTH 346. Introduction to Modern Algebra (3) Introduction to groups, rings and fields. Topics covered include permutations, Lagranges' theorem, the fundamental homomorphism theorem, Cayley's theorem, polynomial rings, and Abelian groups. Prerequisites: SMTH 340 or consent of instructor.

SMTH 354. Real Analysis I (3) Ordered field properties of the real number system; completeness; theory of limits of sequences, series and functions; continuity (including uniform continuity); introduction to theory of the derivative. Prerequisites: SMTH 340, or SMTH 243 and consent of instructor.

SMTH 374. Theory of Discrete Mathematics (3) Topics selected from theoretical Boolean algebra, algebraic structures, theory of computing, advanced set theory, and recursive functions. Prerequisites: SMTH 243, or both 144 and 174, or consent of the instructor.

SMTH 399. Independent Study (1-9)

SMTH 444. Elements of Optimization (3) The methods of the numerical solutions of optimization problems arising in operational research, logistics, economics, etc. Emphasis is on the simplex and Karmarkar's polynomial-time method. Prerequisites: C or better in both SMTH 241 and SMTH 344 or consent of instructor.

SMTH 501. History of Mathematics (3) A survey of the major developments and procedures of mathematics, from its origins to the modern era, relating development with the diverse cultures and the aspects of mathematics they contributed. Prerequisites: SMTH 144 or consent of instructor.

SMTH 512. Probability and Statistics (3) Sample spaces and probability, conditional probability and independence, discrete and continuous random variables, probability distributions, expectations, correlation, sampling and sampling distributions, interval and point estimation, the law of large numbers, limiting distributions, and order statistics. Prerequisite: SMTH 244 or consent of the instructor.

SMTH 516. Statistical Methods II (3) Experimental design, analysis of variance, analysis of covariance, multiple linear regression, and curvilinear regression. Prerequisite: SMTH 315 or consent of the instructor.

SMTH 531. Foundations of Geometry (3) Geometry as a logical system based upon postulates and undefined terms; fundamental concepts and relations of Euclidean geometry developed rigorously on the basis of a set of postulates; some topics from non-Euclidean geometry. Prerequisite: SMTH 340 or consent of the instructor.

SMTH 544. Linear Algebra (3) Vector spaces, and subspaces; bases and dimension; change of basis; linear transformations and their matrices; diagonalization; canonical forms; bilinear forms; eigenspaces. Prerequisite: SMTH 340, SMTH 344.

SMTH 546. Algebraic Structures (3) Advanced topics in groups, rings and fields. These topics include polynomial rings, ideals, integral domains, extension field, isomorphism theorems for groups, and p-groups. Prerequisite: SMTH 346.

SMTH 552. Complex Variables (3) Complex numbers and functions, complex integration, Taylor and Laurent series, residues, and conformal mapping. Prerequisite: SMTH 340 or consent of the instructor.

SMTH 554. Real Analysis II (3) Further development of the theory of differential and integral calculus including properties of the derivative and integral, Fundamental Theorem of Calculus, sequences and series of functions. Prerequisite: SMTH 354.

SMTH 560. Numerical Analysis I (3) (=SCSC 560) Difference calculus; direct and iterative techniques for matrix inversion; eigenvalue problems; numerical solutions of initial value problems in ordinary differential equations; stability; error analysis; laboratory applications. Prerequisites: SMTH 245, 344 and programming competency.

SMTH 561. Numerical Analysis II (3) The finite-difference and finite element methods for the numerical solution of basic linear Partial Differential Equations (PDEs) arising in mathematical modelling of physical, chemical, biological and other phenomena, systems, technical devices and financial markets. Prerequisites: C or better in both SMTH 345 and SMTH 560; or consent of instructor.

SMTH 579. Introduction to Industrial Mathematics (3) Basic applications of PDEs, numerical methods for PDEs and scientific computing to applied problems arising in the natural sciences, industry, and financial engineering. Emphasis is on the formulation and solution of problems of heat transfer and diffusion equations, Maxwell's equations and differential equations governing the financial derivatives. Prerequisite: C or better in both SMTH 345 and SMTH 561 or consent of instructor.

SMTH 598. Topics in Mathematics (3) Intensive study in an area of pure or applied mathematics such as mathematical modeling. Topics are selected to meet current faculty and student interest. Prerequisite: SMTH 243 and consent of the instructor.

SMTH 599. Seminar in Mathematics (3) Recent developments in pure and applied mathematics at an advanced level; ethical issues; and experience in research and oral presentation. Prerequisite: Senior Standing. Prerequisites or corequisites: SMTH 344, SMTH 346, and either SMTH 315 or SMTH 512.

Military Science (SMIL)

Note: Military Science offers a Basic Program and Advanced Program. There are no prerequisites for the courses offered under the Basic Program. Courses may be taken in any order, but it is recommended that the 100 level courses be taken prior to the 200 level courses. Prerequisites for entering the Advanced Program include one of the following: satisfactory completion of six semester hours in the Basic Program, 90 contact hours in ROTC activities, substitute military experience (Basic Training/Advanced Individual Training), or three years of JROTC. Successful completion of the Advanced Program, together with a college degree, qualifies the graduate for either a Reserve or Regular Army Commission as a Second Lieutenant in the U.S. Army. Advanced Program students are required to participate in the weekly Military Science Lab. Students in the basic program are encouraged to participate in the department's adventure training.

Basic Program

SMIL 111. Introduction to Military Leadership I (2) Basic orientation to ROTC and the U.S. Army. Topics include leadership, the role and structure of the Army, military customs and courtesies, basic marksmanship and map reading. A scheduled leadership laboratory off-campus is required. Also open to non-ROTC students.

SMIL 112. Introduction to Military Leadership II (2) Basic orientation to ROTC and the U.S. Army. Topics include leadership, map reading, land navigation, and development of skills to work effectively as a member of a team. A scheduled leadership laboratory off-campus is required. Also open to non-ROTC students.

SMIL 211. Basic Military Leadership I (3) Basic leadership training. Principles of effective leadership, leadership behavior, and attributes, basic survival skills, basic individual soldier skills, and land navigation. A scheduled leadership laboratory off-campus is required. Also open to non-ROTC sophomores.

SMIL 212. Basic Military Leadership II (3) Effective leadership and development. Army values and ethics, the principles of war, principle-centered leadership, troop-leading procedures, problem-solving techniques, individual tactical skills and orientating. A scheduled leadership laboratory off-campus is required. Also open to non-ROTC sophomores.

Advanced Program

SMIL 301. Intermediate Military Leadership I (3) Comprehensive instruction in leadership and management skills. Topics include map reading and land navigation,

squad and platoon tactics, first aid and communications. Two weekend leadership labs are required. Prerequisite: six semester hours in the Basic Program, or 90 contact hours in ROTC activities, or substitute military experience, or three years of JROTC.

SMIL 302. Intermediate Military Leadership II (3) Development of basic military skills for Advanced Camp at Fort Lewis, Washington. Instruction includes offensive and defensive squad tactics, operations orders, and military briefings. Two weekend leadership laboratories are required. Prerequisite: SMIL 301.

SMIL 401. Advanced Military Leadership I (3) Comprehensive instruction on leadership, principles of war, the law of war, military ethics, and professionalism, including challenges and global threats to the U.S. Two weekend leadership laboratories are required. Prerequisite: SMIL 302 and successful completion of ROTC Advanced Camp.

SMIL402. Advanced Military Leadership II (3) Orientation to Army logistics and personnel management. Topics include military justice, Army training management, Army battle doctrine, and the transition from student to officer. Students plan and conduct required leadership laboratories. Two weekend leadership laboratories are required. Prerequisite: SMIL 401.

Music Education (SMUE)

SMUE 354. Music for Elementary and Middle Schools (3) The integration of music into the elementary and middle school curriculum. An holistic approach to music as personal expression, aesthetic perception, critical analysis, and music as it influences cultural heritage.

Music History and Literature (SMUS)

SMUS 110. Introduction to Music (3) Comprehensive appreciation of music through intelligent listening to representative masterpieces of the various periods of musical composition. No previous study of music is required. Three class hours per week.

SMUS 125. Music Theory (3) Materials of music including basic elements through triads, seventh chords, and modulation. Exercises in writing and analysis of music with emphasis on common practice.

SMUS 126. Vocal Jazz Ensemble (1) Performance and instruction in the vocal jazz idiom. Rehearsals, clinics, and performances are designed to increase the students knowledge of the jazz language. Prerequisite: Basic music reading skills and performance ability commensurate with music to be performed. Auditions may be required. May be repeated for additional credit.

SMUS 127. Jazz Band (1) Rehearsal and performance of jazz literature. Prerequisite: Basic music reading skills and performance ability commensurate with music to be performed. Auditions may be required. May be repeated for additional credit.

SMUS 128. Gospel Music Workshop (1) The directed performance of traditional and contemporary gospel music. No audition or prior experience is necessary.

SMUS 129. University Singers (1) Performing chorus for men and women. No previous experience required.

SMUS 130A. Applied Music in Bass (1) Individual study in bass performance requiring weekly 30-minute lessons for twelve weeks and an additional four hours per week of practice. An additional fee is assessed. Prerequisite: Consent of instructor. Auditions may be required. PLEASE NOTE: *Students who withdraw from this course will not receive a tuition or fee reimbursement or refund.*

SMUS 130B. Applied Music in Trombone (1) Individual study in trombone performance requiring weekly 30-minute lessons for twelve weeks and an additional four hours per week of practice. An additional fee is assessed. Prerequisite: Consent of instructor. Auditions may be required. PLEASE NOTE: *Students who withdraw from this course will not receive a tuition or fee reimbursement or refund.*

SMUS 130D. Applied Music in Percussion (1) Individual study in percussion performance requiring weekly 30-minute lessons for twelve weeks and an additional four hours per week of practice. An additional fee is assessed. Prerequisite: Consent of instructor. Auditions may be required. PLEASE NOTE: *Students who withdraw from this course will not receive a tuition or fee reimbursement or refund.*

SMUS 130G. Applied Music in Guitar (1) Individual study in guitar performance requiring weekly 30-minute lessons for twelve weeks and an additional four hours per week of practice. An additional fee is assessed. Prerequisite: Performance ability commensurate with music to be performed and consent of instructor. Auditions may be required. May be repeated for additional credit. PLEASE NOTE: *Students who withdraw from this course will not receive a tuition or fee reimbursement or refund.*

SMUS 130P. Applied Music in Piano (1) Individual study in piano performance requiring weekly 30-minute lessons for twelve weeks and an additional four hours per week of practice. An additional fee is assessed. Prerequisite: Consent of instructor. Auditions may be required. PLEASE NOTE: *Students who withdraw from this course will not receive a tuition or fee reimbursement or refund.*

SMUS 130S. Applied Music in Saxophone (1) Individual study in saxophone performance requiring weekly 30-minute lessons for twelve weeks and an additional four hours per week of practice. An additional fee is assessed. Prerequisite: Consent of instructor. Auditions may be required. PLEASE NOTE: *Students who withdraw from this course will not receive a tuition or fee reimbursement or refund.*

SMUS 130T. Applied Music in Trumpet (1) Individual study in trumpet performance requiring weekly 30-minute lessons for twelve weeks and an additional four hours per week of practice. An additional fee is assessed. Prerequisite: Consent of instructor. Auditions may be required. PLEASE NOTE: *Students who withdraw from this course will not receive a tuition or fee reimbursement or refund.*

SMUS 130V. Applied Music in Voice (1) Individual study in voice performance requiring weekly 30-minute lessons for twelve weeks and an additional four hours per week of practice. An additional fee is assessed. Prerequisite: Consent of instructor. Auditions may be required. PLEASE NOTE: *Students who withdraw from this course will not receive a tuition or fee reimbursement or refund.*

SMUS 131. Guitar Ensemble (1) Rehearsal and performance of guitar ensemble literature including jazz, pop, and classical genres. Students gain experience through rehearsals, clinics, and live performance. Prerequisite: Basic music reading skills and performance ability commensurate with music to be performed. Students must provide their own instruments. Auditions may be required. May be repeated for additional credit.

SMUS 132. Chamber Choir (1) Rehearsal and performance of vocal and choral literature that is representative of various musical eras. Students will rehearse and study various techniques required for performance of choral literature not normally associated with larger choirs. Prerequisite: Performance ability commensurate with music to be performed and consent of instructor. Auditions may be required.

SMUS 155, 156, 255, 256. Group Piano (2,2,2,2) Piano technique including sight-reading, rhythmic studies, and piano literature from simple to advanced. The individual needs of students are considered in the levels of materials studied and performed.

SMUS 165, 166, 265, 266. Class Voice (2,2,2,2) Vocal technique including tone production, diaphragmatic breathing, technical studies, and song literature. The individual needs of students are considered in the levels of material assigned and performed. Corequisite: SMUS 129.

SMUS 265, 266. Class Voice (2,2) Vocal techniques including tone production, diaphragmatic breathing, technical studies, and song literature. The individual needs of students are considered in the level of material assigned and performed. Corequisite: SMUS 129.

SMUS 301. Music History I (3) A review of music from the Middle Ages through the classic era of the early nineteenth century focusing on composers and musical genres. Prerequisite: SEGL 102 or consent of instructor.

SMUS 302. Music History II (3) A review of music from the early nineteenth century through contemporary music focusing on composers and musical genres. Prerequisite: SEGL 102 or consent of instructor.

SMUS 310. Jazz History (3) Origin, development, and styles of jazz music and its exponents. Cultivation of special listening techniques. Prerequisite: SEGL 102.

SMUS 325. Jazz Theory (3) Technical aspects of jazz improvisation including harmonic substitutions, chord/scale relationships, analysis of harmonic progressions and solos, forms, piano voicings, and ear training. Prerequisite: Basic music reading ability.

SMUS 327. Jazz Band (1) Rehearsal and performance of jazz literature. Prerequisite: Intermediate music reading, performance ability commensurate with music to be performed, and consent of instructor. Auditions may be required. May be repeated for additional credit. Intended for students pursuing a Jazz Studies minor.

SMUS 330A. Applied Music in Bass (1) Individual study in bass performance requiring weekly 30-minute lessons for twelve weeks and an additional four hours per week of practice. An additional fee is assessed. Prerequisite: Intermediate to advanced performance ability and consent of instructor. Auditions may be required. May be repeated for additional credit. PLEASE NOTE: *Students who withdraw from this course will not receive a tuition or fee reimbursement or refund.*

SMUS 330B. Applied Music in Trombone (1) Individual study in trombone performance requiring weekly 30-minute lessons for 12 weeks and additional four hours per week of practice. An additional fee is assessed. Prerequisite: Intermediate to advanced performance ability and consent of instructor. Auditions may be required. May be repeated for additional credit. PLEASE NOTE: *Students who withdraw from this course will not receive a tuition or fee reimbursement or refund.*

SMUS 330D. Applied Music in Percussion (1) Individual study in percussion performance requiring weekly 30-minute lessons for twelve weeks and an additional four hours per week of practice. An additional fee is assessed. Prerequisite: Intermediate to advanced performance ability and consent of instructor. Auditions may be required. May be repeated for additional credit. PLEASE NOTE: *Students who withdraw from this course will not receive a tuition or fee reimbursement or refund.*

SMUS 330G. Applied Music in Guitar (1) Individual study in guitar performance requiring weekly 30-minute lessons for twelve weeks and an additional four hours per week of practice. An additional fee is assessed. Prerequisite: Intermediate to advanced performance ability and consent of instructor. Auditions may be required. May be repeated for additional credit. PLEASE NOTE: *Students who withdraw from this course will not receive a tuition or fee reimbursement or refund.*

SMUS 330P. Applied Music in Piano (1) Individual study in piano performance requiring weekly 30-minute lessons for twelve weeks and an additional four hours per week of practice. An additional fee is assessed. Prereq-

uisite: Intermediate to advanced performance ability and consent of instructor. Auditions may be required. May be repeated for additional credit. PLEASE NOTE: *Students who withdraw from this course will not receive a tuition or fee reimbursement or refund.*

SMUS 330S. Applied Music in Saxophone (1) Individual study in saxophone performance requiring weekly 30-minute lessons for twelve weeks and an additional four hours per week of practice. An additional fee is assessed. Prerequisite: Intermediate to advanced performance ability and consent of instructor. Auditions may be required. May be repeated for additional credit. PLEASE NOTE: *Students who withdraw from this course will not receive a tuition or fee reimbursement or refund.*

SMUS 330T. Applied Music in Trumpet (1) Individual study in trumpet performance requiring weekly 30-minute lessons for twelve weeks and an additional four hours per week of practice. An additional fee is assessed. Prerequisite: Intermediate to advanced performance ability and consent of instructor. Auditions may be required. May be repeated for additional credit. PLEASE NOTE: *Students who withdraw from this course will not receive a tuition or fee reimbursement or refund.*

SMUS 330V. Applied Music in Voice (1) Individual study in voice performance requiring weekly 30-minute lessons for twelve weeks and an additional four hours per week of practice. An additional fee is assessed. Prerequisite: Intermediate to advanced performance ability and consent of instructor. Auditions may be required. May be repeated for additional credit. PLEASE NOTE: *Students who withdraw from this course will not receive a tuition or fee reimbursement or refund.*

SMUS 345. Jazz Improvisation I (3) Principles of improvisation including idiomatic chord progressions, blues scales, patterns, melodic development, and tune styles. This is primarily a lecture class; however, students may be required to demonstrate improvisational skills on their instrument. Prerequisite: SMUS 325 or consent of instructor.

SMUS 346. Jazz Improvisation II (3) Advanced principles of improvisation including idiomatic chord progressions, formal analysis of tunes, modal scales, melodic development, and aural skills. This is primarily a lecture class; however, students may be required to demonstrate improvisational skills on their instrument. Prerequisite: SMUS 345 or consent of instructor.

SMUS 398. Selected Topics in Music (3) Reading and research on selected topics in music. Prerequisite: SEGL 102.

Nonprofit Administration (SNPA)

SNPA 201. American Humanics Workshop (1) Application of nonprofit management principles through active participation in a student organization. May be repeated for a maximum of four semester hours.

SNPA 301. The Nonprofit Sector in the United States (3) The importance of the nonprofit sector in the United States emphasizing the history, the relationship to business and government and the place of the nonprofit sector within American society generally. Prerequisite: Sophomore standing (30 semester hours).

SNPA 302. Nonprofit Administration (3) The fundamentals of nonprofit administration to include leadership, legal foundations, board development, the role of volunteers, nonprofit advocacy and ethics.

SNPA 303. Nonprofit Financial Administration (3) Financial management within the nonprofit sector emphasizing strategic planning, budgeting, accountability, risk management and control. Prerequisite: SNPA 302 or consent of instructor.

SNPA 304. Fund Raising for Nonprofit Organizations (3) Fundamentals of resource development in the nonprofit sector including strategic planning, principles of philanthropy, proposal writing, event planning, and charitable trusts. Prerequisite: SNPA 302 or consent of instructor.

SNPA 399. Independent Study (1-4) An individualized, contracted program of study planned in conjunction with a faculty member. Prerequisites: SNPA 301 and consent of instructor.

SNPA 495. Nonprofit Senior Seminar (3) A capstone course in nonprofit administration emphasizing research and oral presentations. Prerequisites: SNPA 301, SNPA 302, SNPA 303, SNPA 499.

SNPA 499. Nonprofit Internship (1-6) Supervised work experience in a nonprofit organization. Forty-five hours of work for each credit hour are required. Prerequisites: SNPA 301, junior or senior standing and consent of instructor.

Nursing (SNUR)

Note: SNUR 301 and SNUR 302 are open to all students.

SNUR 301. Nutrition (3) Nutritional needs across the life span and related strategies for promotion and maintenance of health. Concepts include nutrients, food groups, nutritional guidelines, sociocultural influences, nutritional assessment, basic nutritional counseling, and common diet modifications. Prerequisites: SBIO 242 or consent of instructor.

SNUR 302. Pharmacology (3) Concepts underlying the pharmacotherapeutics of major drug classifications, including pharmacokinetics, pharmacodynamics, adverse drug reactions, and fundamental nursing decision making situations as related to pharmacology. Drug dosage computation is included. Prerequisite: SBIO 242 or consent of instructor.

SNUR 399. Nursing Externship (3-8) A concentrated preceptored experience in nursing enabling the student to

expand previous clinical practice experiences and further develop skills in clinical reasoning, critical thinking, organization, and prioritization. For three externship credit hours, a minimum of 135 hours of scheduled clinical experiences, weekly seminars, and consultation with the instructor are required. A minimum of 45 hours for each additional credit hour is required. A student may repeat SNUR 399 once in a different clinical setting for a total of not more than eight hours of undergraduate credit. Prerequisites: SBSN 330, 330P, 340, 340P, 360, 360P, and 370. Pass/fail credit.

Baccalaureate Nursing (SBSN)

SBSN 305. Health Promotion Across the Life Span (3) Introduction to leading health indicators, emphasizing special health concerns based on gender, age, race, ethnic, origin in assisting self, individuals, and family to attain optimum health. Prerequisite: Completion of 6 hours in Group IV General Education Requirement, with a minimum grade of C in each course.

SBSN 306. Introduction to Professional Nursing (3) Concepts and theories that have shaped professional nursing practice. Prerequisite: Admission to the Baccalaureate Nursing Program, Four-Year track. Prerequisite or Corequisite: SBSN 305.

SBSN 310. Health Assessment (2) Comprehensive health assessment of well individual clients across the life span. Emphasis is on data collection as a basis for critical thinking in nursing practice. For Four-Year track, Prerequisite: Admission to Baccalaureate Nursing Program; Prerequisite or Corequisite: SBSN 305, 306; Corequisite: SBSN 310P. For RN track, Prerequisite: Admission to Baccalaureate Nursing Program, or consent of instructor; Corequisite: SBSN 310P.

SBSN 310P. Health Assessment Practicum (1) Practice of concepts and skills used in comprehensive health assessment of well individual clients across the life span. Two campus laboratory hours per week. Corequisite: SBSN 310.

SBSN 320P. Foundations of Nursing Practicum (3) Application of knowledge and skills to implement basic nursing care. Practicum experiences provide for application of cognitive and psychomotor skills. Six practicum hours per week. Prerequisite: Admission to the Baccalaureate Nursing Program, Four-Year track; Prerequisites or Corequisites: SBSN 305, 306; Corequisite: SBSN 325P.

SBSN 325P. Integrated Nursing Practicum (3) Implementation of nursing process in health care environments for beginning integration of nursing knowledge and skills from health promotion, health assessment, nursing foundations, and introduction to professional nursing. Six practicum hours per week. Prerequisite: Admission to the Baccalaureate Nursing Program, Four-Year track; Prerequisites or Corequisites: SBSN 305, 306; Corequisite: SBSN 320P.

SBSN 330. Health Alterations I (3) Evidence-based nursing practice with adults experiencing health alterations, moving from simple to complex states of health and levels of care. Prerequisites: SBSN 310, 310P, 320P, 325P. Corequisite: SBSN 330P.

SBSN 330P. Health Alterations I Practicum (2) Implementation of evidence-based nursing practice, progressing in complexity, in a variety of settings with adults experiencing health alterations. Four practicum hours per week. Corequisite: SBSN 330.

SBSN 340. Nursing of Childbearing Families and Women's Health (3) Evidence-based nursing practice for women and parent-newborn dyad. Focus is on nursing interventions that promote, maintain and restore health of well and high-risk families during the childbearing process and women's health throughout the life span. Prerequisites or Corequisites: SBSN 330, 330P; Corequisites: SBSN 310, 320P, 340P.

SBSN 340P. Nursing of Childbearing Families and Women's Health Practicum (2) Implementation of concepts and skills to provide for families throughout the childbearing process and women throughout their life span. Practica are in traditional and non-traditional facilities. Four practicum hours per week. Corequisite: SBSN 340.

SBSN 350. Professional Nursing Role Transition (3) Theories of nursing, systems, family, teaching-learning, practice, education, role and change that are central to current professional nursing practice. Prerequisite: Admission to the RN-completion track. Corequisite: SBSN 350S.

SBSN 350S. Professional Nursing Role Transition Seminar (2) Web-based seminar focusing on role development in health promotion strategies and technology including development of teaching plans, plans of care, and family assessment. Prerequisite: Admission to the RN-completion track. Corequisite: SBSN 350.

SBSN 360. Child Health Nursing (3) Evidence-based nursing practice for children. Emphasis is on health promotion, maintenance, and restoration, using a family-centered approach. Prerequisites or Corequisites: SBSN 310, 330, 330P; Corequisite: SBSN 360P.

SBSN 360P. Child Health Nursing Practicum (2) Implementation of evidence-based nursing practice for children and their families, in both acute care and community settings. Four practicum hours per week. Corequisite: SBSN 360.

SBSN 370. Nursing Research (3) Introduction to the language and underlying concepts as a basis for reading, understanding, and utilizing research as a source of evidence for guiding practice. For the Four-Year track, Prerequisites: SBSN 310, 310P, 320P, 325P. For RN Completion track, prerequisite: SBSN 350, or consent of instructor.

SBSN 399. Independent Study (1-3) An individual learning experience in an area of special interest planned in conjunction with a nursing faculty member. For Four-Year track, Prerequisites: SBSN 330, 330P, 340, 340P, 360, 360P; or consent of instructor. For RN Completion track, Prerequisite: SBSN 350; or consent of instructor.

SBSN 410. Health Alterations II (3) Builds upon Health Alterations I and continues to focus on evidence-based nursing practice, progressing in complexity, in a variety of settings with adults experiencing health alterations, moving from simple to complex states of health and levels of care. Six practicum hours per week. Prerequisites: SBSN 330, 330P, 340, 340P, 360, 360P, 370. Corequisite: SBSN 410P.

SBSN 410P. Health Alterations II Practicum (3) Builds upon Health Alterations I and related practicum and continues implementation of evidence-based nursing practice, progressing in complexity, in a variety of settings with adults experiencing health alterations. Six practicum hours per week. Corequisite: SBSN 410.

SBSN 411P. Nursing Internship (2-4) A guided practicum experience utilizing clinical decision-making skills in a health care setting. For two internship credit hours, a minimum of 90 hours of scheduled clinical experiences, seminars, and consultation with faculty are required. A minimum of 45 hours for each additional credit hour is required. For Four-Year track, Prerequisites: SBSN 330, 330P, 340, 340P, 360, 360P. For RN Completion track, Prerequisites: SBSN 310, 310P, 350.

SBSN 420. Current Topics in Nursing (3) Intensive study in a specialized area of professional nursing or a topic related to current health care practice. Selected area or topic is based on student interest and faculty expertise. Experiential learning activities may be required. For Four-Year track, Prerequisites: SBSN 330, 330P, 340, 340P, 360, 360P, 370; Prerequisites or Corequisites: SBSN 410, 410P. For RN Completion track, Prerequisites: SBSN 350, 350S, 310, 310P; Prerequisite or Corequisite: SBSN 370. Selected topics may be of interest to non-nursing majors. Non-nursing majors who have completed at least 60 credit hours, including completion of 6 hours of Group IV General Education Requirements and one course which includes basic research methodology, and who have a collegiate summary GPA of 2.5 or higher may enroll with consent of the instructor.

SBSN 430. Leadership in Nursing Practice (3) Principles of leadership, management, and followership as they relate to the role of the professional nurse within the sociopolitical health care system. Emphasis is on first level management, team leadership, client advocacy, communication, critical thinking, decision making, role development within the profession, theoretical models, cultural diversity, and ethical leadership issues. For Four-Year track, Prerequisites: SBSN 330, 330P, 340, 340P, 360, 360P, 370; Corequisites: SBSN 410, 410P. For RN Completion track, Prerequisite: Admission to the BSN Program, Prerequisite or Corequisite: SBSN 350.

SBSN 435P. Professional Nursing Role Transition Practicum (4) A preceptored practicum that provides opportunities for RN-BSN completion track students to expand their current level of practice by focusing on the concepts of leadership, management, and clinical role development in a healthcare setting of the student's choice. Identification of a project focus, analysis of professional roles and incorporation of evidence-based practice are included. Eight practicum hours per week. Prerequisite: SBSN 430. Prerequisite or Corequisite: SBSN 370.

SBSN 441. Psychiatric Mental Health Nursing (3) Evidence-based psychiatric mental health nursing practice. Emphasis is on the promotion of mental health and prevention of mental illness, and on nursing interventions related to primary mental health alterations across the life span. Prerequisites: SBSN 330, 330P, 340, 340P, 360, 360P, 370. Prerequisite or corequisites: SBSN 410, 410P, 430. Corequisite: SBSN 441P.

SBSN 441P. Psychiatric Mental Health Nursing Practicum (3) Implementation of evidence-based psychiatric mental health nursing practice in a variety of settings. Emphasis is on promotion of mental health and prevention of mental illness and on nursing interventions with individuals and groups of clients experiencing mental health alterations. Six practicum hours per week. Corequisite: SBSN 441.

SBSN 450. Health Alterations III (3) Builds upon Health Alterations I & II and continues to focus on evidence-based nursing practice with adults experiencing health alterations, moving from simple to complex states of health and levels of care. For Four-Year track, Prerequisites: SBSN 410, 410P, 430, 441, 441P; Corequisite: SBSN 450P.

SBSN 450P. Health Alterations III Practicum (2) Builds upon Health Alterations Practica I & II and continues implementation of evidence-based nursing practice, progressing in complexity, in a variety of settings with adults experiencing health alterations. Four practicum hours per week. Corequisite: SBSN 450.

SBSN 461. Community and Public Health Nursing (3) Evidence-based nursing with individuals across the life-span, families and other diverse population groups. Levels of prevention are explored in relationship to epidemiology and the effects of environment and life-style on client health. For Four-Year track, Prerequisites or Corequisites: SBSN 450, 450P, 499P; Corequisite: 461P. For RN Completion track, Prerequisites: SBSN 310, 310P, 350, 350S, 370; Corequisite: SBSN 461P.

SBSN 461P. Community and Public Health Nursing Practicum (3) Implementation of evidence-based community and public health nursing practice in health promotion, maintenance, and restoration in individuals across the life-span, families, and other diverse population groups in community settings. Six practicum hours per week. Corequisite: SBSN 461.

SBSN 497. Professional Nursing Issues (2) Critical exploration of interrelated historical, socio-political, and cultural issues impacting the professional nurse and the quality and delivery of health care. Prerequisite: final semester of the curriculum or consent of instructor.

SBSN 498. Professional Nursing Role Transition Project (3) Synthesis of knowledge from nursing, arts, and sciences through completion of a change project for a health care setting. Prerequisite: SBSN 435P.

SBSN 499P. Senior Practicum in Professional Nursing (3) Capstone practicum, in a preceptered setting, that provides opportunities to synthesize and apply knowledge and skills necessary to function as a beginning professional nurse. Emphasis is on the application of evidence-based knowledge in planning, delivering and evaluating nursing practice consisting of 124 hours of practicum. Prerequisites: SBSN 410, 410P, 420, 430, 441, 441P. Prerequisites or Corequisites: SBSN 450, 450P, 461,461P, 497. Pass/fail credit.

Philosophy (SPHL)

SPHL 102. Introduction to Philosophy (3) Introduction to the main problems of philosophy and its methods of inquiry, analysis and criticism. Works of important philosophers are read.

SPHL 201. History of Ancient Philosophy (3) Introduction to the development of philosophy in the ancient world.

SPHL 202. History of Modern Philosophy (3) Introduction to the development of post-Renaissance philosophy with primary emphasis on the seventeenth and eighteenth centuries.

SPHL 211. Contemporary Moral Issues (3) Moral issues confronting men and women in contemporary society. Topics vary but may include discussion of problems related to abortion, drugs, euthanasia, war, social engineering, and punishment of criminals.

SPHL 309. Philosophy of Mind (3) A study of traditional problems pertaining to understanding the concept of mind, for example, the mind-body relation, personal identity, and theories of consciousness.

SPHL 310. Ethics for the Professions (3) Critical examination of selected moral issues and problems of current concern within the professions. Specific topics for study vary, but they are of special interest for the fields of medicine and health care, law and criminal justice, business, education and journalism.

SPHL 311. Ethics (3) The moral principles of conduct and the basic concepts underlying these principles, such as good, evil, right, wrong, justice, value, duty and obligation. The ethical works of influential philosophers are analyzed in terms of these concepts.

SPHL 319. Epistemology (3) The nature and foundations of knowledge with consideration of skepticism and problems of perception.

SPHL 321. Ethics of Computer and Information Technology (3) Moral issues raised by the use of computer and information technology. Topics include privacy, property rights, freedom of expression, and social justice. Prerequisite: Junior level standing or permission of the instructor.

SPHL 390. Topics in Philosophy (3) Selected topics in philosophy, planned around areas of interest. Prerequisite: junior or senior standing or consent of instructor.

SPHL 500. Senior Seminar: Human Nature and Society (3) Selected philosophical topics from history, anthropology, sociology, psychology and politics. Prerequisite: Senior level standing or consent of instructor.

Physical Education (SPED)

SPED 120. Fundamentals of Movement and Body Conditioning (1) Development and improvement of basic axial and locomotor movements as they pertain to physical education activities with emphasis on agility, flexibility, strength and endurance through body conditioning. A fundamental knowledge of various fitness programs and terminology is included. Pass/fail credit.

SPED 121. Golf and Bowling (1) Skill development, playing strategy, knowledge of rules, scoring, and tournament play. Pass/fail credit.

SPED 122. Tennis and Badminton (1) Skill development, playing strategy, knowledge of rules, scoring, and tournament play. Pass/fail credit.

SPED 123. Snow Skiing (1) Basic maneuvers of conditioning, turning stopping, and selection and care of equipment and clothing. Pass/fail credit.

SPED 124. Walk/Jog/Run (1) Develop and carry out a personalized walking, jogging or running program by applying information on equipment selection, physiology, mechanics, psychology, training principles, conditioning, program guidelines, environmental concerns, nutritional guidelines, and injury prevention. Pass/fail credit.

SPED 125. Combatives (1) Skill development, strategy, knowledge of rules, scoring, and tournament competition in wrestling, judo, karate, and boxing. Pass/fail credit.

SPED 126. Introduction to SCUBA Diving (1) Basic techniques and skill development, care of equipment, and the principles and practices of safe SCUBA diving. Prerequisite: Ability to swim. Pass/fail credit.

SPED 127. Handball and Racquetball (1) Skill development, playing strategy, knowledge of rules, scoring, and tournament play. Pass/fail credit.

SPED 128. Aerobics (1) Participation and development of impact and low-impact aerobic routines. Selection of exercises and music are included. Pass/fail credit.

SPED 140. Adult Recreational Sports (1) Methods and materials for teaching activities of carry-over value adaptable to junior and senior high facilities. Such activities as boating, fishing, hunting, camping, backpacking, skiing, and recreational games are included. Pass/fail credit.

SPED 141. Adventure Programming on a Ropes Course (1) Participation and development of specific group and individual attitudes and skills through the use of low and high elements of the USC Upstate ropes course. Pass/fail credit.

SPED 142. Advanced Ropes Course Skills and Standards (1) Advanced certification as ropes course facilitator. Knowledge and experience in the setup, spotting, and safety practices employed in state-of-the-art ropes course uses. Prerequisite: SPED 141. Pass/fail credit.

SPED 143. Outdoor Climbing and Rappelling (1) Skill development, safety, spotting, safety practices, and knowledge of and use of proper equipment. Pass/fail credit.

SPED 180. Swimming (1) Skill development, basic strokes, elementary diving, knowledge of water and pool safety. Pass/fail credit.

SPED 200. Foundations of Physical Education (3) The scope of the physical education field, historical background, principles, philosophy, current issues, professional leadership and publications.

SPED 223. Advanced Snow Skiing (1) Pole plant location, moguls, planning line, constant turns, and advanced trail skiing. Prerequisite: ability to snow ski. Pass/fail credit.

SPED 235. Dance and Gymnastics (3) Skills analysis, methods and techniques for organizing and teaching dance, gymnastics and tumbling, including opportunities for peer teaching experience. Prerequisite or corequisite: SPED 200 or SREC 200 or consent of instructor.

SPED 242. Principles of Recreation (3) The significance and meaning of leisure in modern society, theories of play, the recreational movement in the U.S., and programs of recreation in the school, community and industry.

SPED 265. Officiating of Sports (3) Rules, officiating techniques, and problems arising in officiating, with emphasis on major team sports. Students are encouraged to obtain official's rating.

SPED 270. Introduction to Athletic Training (3) Safety precautions, injury prevention, laboratory experiences, and legal issues in physical education and athletics. Prerequisite: SBIO 232.

SPED 280. Swimming and Water Safety (1) The teaching of swimming and water safety, skill mastery, lifesaving, pool hygiene, management, and safety. For advanced swimmers.

SPED 301. Exercise Physiology (3) Physiological principles as applied to muscular activity and the effects of muscular activity on the human organism. Prerequisite: SBIO 232.

SPED 302. Biomechanics (3) Theory and techniques for analyzing motor performance, including cinematography, segmental analysis, and fundamentals of physical skills based on the laws and principles of mechanical and neuromuscular action. Prerequisite: SBIO 232.

SPED 312. Teaching of Physical Education (4) Orientation to teaching physical education in grades 6-12. Emphasis is on teaching styles, methods and curriculum. A practicum in the public schools is required. Prerequisites: SPED 200, SHED 221, junior standing, and Physical Education majors only, or consent of instructor. Corequisite: SPED 320.

SPED 320. Team Sports I (3) Methods and materials for planning, teaching, and assessing the following team sports: basketball, volleyball, and flag football. Prerequisites: SPED 200 or SREC 200, SHED 221, and Physical Education majors only, or consent of instructor.

SPED 390. Field Experience (1-3) School or community experiences related to aspects of physical education. Prerequisites: sophomore standing and consent of adviser, instructor and dean.

SPED 399. Independent Study (1-3) Topics assigned and approved by adviser, instructor and dean.

SPED 405. Teaching Elementary Physical Education (4) Orientation to teaching physical education in grades PreK-5. Emphasis is on teaching styles, methods and curriculum. A practicum in the public schools is required. Prerequisites: SPED 312 and Physical Education majors only, or consent of instructor.

SPED 415. Individual Sports (3) Methods and materials for planning, teaching, and assessing the following individual sports: golf, bowling, and pickle ball. Prerequisites: SPED 200 or SREC 200, and SPED 320. Physical Education majors only or consent of instructor.

SPED 420. Team Sports II (3) Methods and materials for planning, teaching, and assessing the following team

sports: soccer, softball, and floor hockey. Prerequisites: SPED 200 or SREC 200, SPED 320, and Physical Education majors only, or consent of instructor.

SPED 445. Measurement and Evaluation of Physical Education (3) History, basic statistical techniques utilized in scoring and interpreting tests, evaluation of measures now available in the field, and the administration of a testing program. Prerequisites: SMTH 201 or SPSY 225 or SSOC 220, fifteen hours in physical education theory courses and six hours of technique courses.

SPED 450. Clinical Experience (1) A supervised clinical experience in a physical education setting including planning, assessing, and implementing a physical activity unit prior to the student teaching semester. Prerequisites: SPED 312, SPED 320, and SPED 405.

SPED 453. Organization and Administration of Physical Education (3) Organization and management of instructional, intramural, interscholastic, and recreational programs, with emphasis on criteria for the selection and evaluation of activities. Prerequisites: fifteen hours in physical education theory courses and six hours of technique courses.

SPED 455. Physical Fitness: Assessment and Prescription (3) Principles of exercise testing and prescription as they apply to fitness and performance, including the role of the health related components of fitness in performance, and/or physical fitness of normal and special populations, and the significance of cardiovascular programs through the life cycle. Prerequisites: SBIO 232; and SPED 200 or SREC 200. Prerequisite or corequisite: SPED 301.

SPED 462. Physical Education for the Exceptional Child (3) Programs of developmental activity and guidance for students with restrictive disabilities. Included are techniques for appraising students with faulty body mechanics, orthopedic defects, and other atypical physical conditions along with methods of handling, within the regular physical education class, the various handicaps commonly found in the schools. Prerequisite: SBIO 232. Prerequisite or corequisite: SPED 301.

SPED 479. Directed Teaching in Physical Education (12) A supervised clinical experience normally consisting of seven weeks in an elementary school and seven weeks in a secondary school. The experience includes exploration of ethical issues, research through analysis and evaluation of teaching, and oral presentation of research results. Prerequisite: Approved application for directed teaching. Corequisite: SEDF 485. Pass/fail credit.

Physics (SPHS)

SPHS 101. Introduction to Physical Science (3) Introduction to the concepts, ideas, and methods of physical science with emphasis on the principles of classical and modern physics and chemistry. Prerequisite: SMTH 120 or higher, except statistics or higher placement in SMTH.

SPHS 101L. Introduction to Physical Science Laboratory (1) Experiments, exercises, and demonstrations to accompany SPHS 101. Prerequisite or corequisite: SPHS 101.

SPHS 201, 202. General Physics I & II (4,4) Mechanics, heat, sound, wave motion, electromagnetism, optics, and modern physics. Three class, one recitation, and two laboratory hours per week. Prerequisite for 201: SMTH 127 or consent of instructor. No previous background in physics is assumed. Prerequisite for 202: SPHS 201. SPHS 201.

SPHS 211, 212. Essentials of Physics I & II (4,4) Mechanics, heat, wave motion, electromagnetism, optics, and modern physics taught from a calculus level. Three class, one recitation, and two laboratory hours per week. Prerequisite or corequisite for 211: SMTH 144. Prerequisite for 212: Physics 211. SPHS 211.

Political Science

See Government and International Studies

Psychology (SPSY)

Note: Psychology 101 is a prerequisite for all other psychology courses unless otherwise specified.

SPSY 101. Introduction to Psychology (3) Survey of major topics in psychology (learning, perception, motivation, intelligence, etc.), and an introduction to methods used in psychological investigation.

SPSY 225. Psychological Statistics (3) Statistical principles, including measures of central tendency, variability, relative standing, probability, techniques of regression and correlation, statistical hypothesis testing, analysis of variance and nonparametric statistics with applications in the social sciences. Prerequisites: SPSY 101, SMTH 121 or higher, or consent of instructor.

SPSY 300. Topics in Psychology (3) Survey of a selected topic planned around an area of faculty interest. Prerequisite: SPSY 101 or consent of instructor.

SPSY 302. Developmental Psychology (3) Introduction to life span developmental psychology providing an overview of cognitive, social, emotional, and physical development from conception to senescence. Prerequisite: SPSY 101 or consent of instructor.

SPSY 303. Psychology of Learning and Memory (3) Introduction to basic principles and theories of learning and memory including such topics as habituation, classical and instrumental conditioning, verbal learning, social learning theory, behavior modification, and modeling. Prerequisite: SPSY 101 or consent of instructor.

SPSY 304. Cognitive Psychology (3) Higher mental processes including such topics as pattern recognition, attention, memory, language perception and production, decision making, problem solving, concept formation and cognitive growth. Behavioral and neuropsychological perspectives are considered. Prerequisites: SPSY 101 or consent of instructor.

SPSY 305. Sensation and Perception (3) The basic principles involved in vision, audition, taste, smell and skin senses. Topics include the structure and function of the various sensory systems and related brain areas, measurement of sensory experiences, and perceptual information processing such as perception of color, pattern, movement, depth, music, and speech. Prerequisite: SPSY 101 or consent of instructor.

SPSY 307. Social Psychology (3) The principles governing human interaction including factors such as group dynamics, leadership, prejudice and propaganda. Prerequisite: SPSY 101 or consent of instructor.

SPSY 308. Physiological Psychology (3) Basic neural and endocrine processes and their correlation with behavior. Prerequisite: SPSY 101 or consent of instructor.

SPSY 309. Psychology of Personality (3) The major theories of personality and the factors involved in the development of personality. Prerequisite: SPSY 101 or consent of instructor.

SPSY 310. Abnormal Psychology (3) The nature of mental and emotional disorders including such topics as theories of emotional disorders and the causes and treatment of various disorders. Prerequisite: SPSY 101 or consent of instructor.

SPSY 311. Industrial and Organizational Psychology (3) Survey of the theoretical and empirical foundations of human behavior in industries and organizations. Special consideration is given to applied problems as they relate to improving relationships between individuals and organizations. Prerequisite: SPSY 101 or consent of instructor.

SPSY 325. Research Methods for Psychology (4) Introduction to research methods for the study of behavior. Lectures, class discussion, and laboratory exercises drawn from diverse areas of psychology are used to provide practical knowledge and skill in data analysis, experimental design, and writing technical reports. Prerequisite: SPSY 101 and SPSY 225, or consent of instructor.

SPSY 330. Applied Psychology (3) Introduction to the practical applications of psychology in such areas as mental health, industry, schools, law enforcement, and advertising. Prerequisite: SPSY 101 or consent of instructor.

SPSY 350. Psychology of Adjustment (3) The process by which people adjust to the demands made upon them as a result of living with others. Basic processes of motivation and learning are examined, especially as these relate to the acquisition of the mechanisms of adjustment. Prerequisite: SPSY 101 or consent of instructor.

SPSY 351. Psychology of the Exceptional Individual (3) Causes and characteristics of sensory, cognitive, and motor skills and the behavior and potential of exceptional individuals. Prerequisite: SPSY 101 or consent of instructor.

SPSY 399. Independent Study (1-6) An individualized program of study planned in conjunction with a psychology faculty member. Prerequisite: SPSY 101.

SPSY 400. Advanced Topics in Psychology (3) Intensive study of a selected topic planned around an area of faculty or student interest. Prerequisite: SPSY 101 and one 300-level psychology class, or consent of instructor.

SPSY 402. Experimental Topics in Psychology (4-8) The formation of testable hypotheses, research strategies, data collection and analysis, critical evaluation and scientific documentation as applied to a particular content area in psychology (for example, development, learning and memory, social, physiological, personality, industrial and organizational). Laboratory experiences are an integral part of this course. Prerequisites: SPSY 101, SPSY 225, SPSY 325, and corresponding SPSY 300-level topic area course, or consent of instructor.

SPSY 412. Theories of Counseling and Psychotherapy (3) The different approaches to counseling and psychotherapy with emphasis on both theory and technique. Prerequisites: SPSY 101 and SPSY 309, or consent of instructor.

SPSY 417. Psychological Tests (3) Theory, development, and application of intelligence, achievement, aptitude, and personality assessment measures. Prerequisite: SPSY 101, SPSY 225, or consent of instructor.

SPSY 420. Psychology of Men (3) Investigation of the male role in society today, with an overview of the historical forces which have influenced the biological, cultural, social, cognitive, emotional, and sexual aspects of the male role. Prerequisite: SPSY 101, SPSY 300 level course, or consent of the instructor.

SPSY 421. History and Systems of Psychology (3) Historical roots of modern psychological theories and a survey of various present-day approaches. Prerequisite: SPSY 101, two 300-level psychology courses, and junior standing; or consent of instructor.

SPSY 442. Psychology of Women (3) Women's experiences, present day status and life-styles, and the biological and cultural antecedents of women's roles. Prerequisite: SPSY 101 or consent of instructor.

SPSY 460. Human Sexual Behavior (3) Psychological, physiological, and sociological factors in human sexual behavior and attitudes. Prerequisites: SPSY 101, junior or senior standing, or consent of instructor.

SPSY 499. Psychology Internship (1-6) Supervised work experience in community agency or hospital. Fifty hours of work for each credit hour are required. Prerequisites: Psychology major, SPSY 325 with a minimum grade of C, senior standing and consent of instructor.

SPSY 502. Senior Seminar: Special Topics in Psychology (3-6) Selected topics in psychology planned around areas of faculty interest and competence. Prerequisites: SPSY 101, SPSY 225, SPSY 325, or consent of instructor In order to enroll in senior seminar, a student must have completed all of the prerequisite courses with a minimum grade of C.

Recreation (SREC)

SREC 200. Introduction to Recreation (3) Evolution of leisure and recreation, overview of professional preparation, assistance in the development of personal uses of leisure, and a survey of the recreation professions in commercial, government, and voluntary organizations.

SREC 201. Programming in Recreation (3) Planning recreation and leisure activities through the use of human and material resources in public, private, and commercial recreation programs for all age levels. Activities include: sports, arts and crafts, cultural and performing arts, social functions, outdoor activities, and hobbies. Prerequisite: SREC 200.

SREC 301. Administration of Recreation (3) The organization, administration, supervision, planning, budgeting, and evaluation of recreational operations within most types of recreational agencies. Prerequisites: SREC 200 and 201.

SREC 401. Lifetime Leisure (3) Practical application of principles in the provision of leisure and recreation services throughout an entire life focusing on individual needs, the process of program planning for different age groups, resource development, and application strategies. Models are taken from successful programs in international, national, state, local and institutional settings. Prerequisites: SREC 200 and 201.

SREC 462. Recreation for Selected Populations (3) Practical application of principles in the provision of recreation services to populations limited in access to normal recreation programs. Focus is on individual populations and the respective barriers to participation, the process of program planning and resource development, and the practical experience of plan application. Prerequisite: junior standing.

SREC 480A. Internship: Aquatics (6) Guided practical experience in an elected, organized recreational setting giving on-site experience in planning, executing, and evaluating recreational programs within an aquatic setting. Prerequisite: junior standing.

SREC 480B. Internship: Community/Organizations (6) Guided practical experience in an elected, organized recreational setting giving on-site experience in planning, executing, and evaluating recreational programs within community and organizational settings. Prerequisite: junior standing.

SREC 480C. Internship: Industrial (6) Guided practical experience in an elected, organized recreational setting giving on-site experience in planning, executing, and evaluating recreational programs within an industrial setting. Prerequisite: junior standing.

SREC 485. Senior Seminar (1) The integration of knowledge of recreation and individual professional activity at an advanced level utilizing research, oral presentation, a series of discussions, conferences, and role-playing experiences related to the various aspects of organized recreation as a career. Internships, employment opportunities, ethical issues, and other related topics are reviewed.

Religion (SREL)

SREL 103. Comparative Religion (3) Beliefs and principles of the major faiths of Asia, the Middle East, and Africa, viewed from historical, cultural, and theological perspectives.

SREL 300. Asian Religious Traditions (3) History, beliefs and practices of Hinduism, Buddhism, Confucianism, Taoism, Shinto and "popular" religion in Asia through modern times. Emphasis on the roles of religion in the history and culture of South Asian and East Asian societies. Prerequisite: Sophomore standing or consent of instructor.

SREL 301. Western Religious Traditions (3) History, beliefs, values and practices of Judaism, Christianity and Islam through modern times, with a comparative perspective on law, institutions, scripture, gender and religious thought. Prerequisite: Sophomore standing or consent of instructor.

SREL 360. Modern Islam (3) Modern history, beliefs, values and practices of Muslim communities worldwide, with focus on contemporary Islamic approaches to law, institutions, politics, scripture, and gender. Prerequisite: Sophomore standing or consent of instructor.

SREL 399. Topics in Religion (3) Specific themes, regions, or traditions in religion. May be repeated for credit when topics vary. Prerequisite: Sophomore standing or consent of instructor.

Sociology (SSOC)

Note: Sociology 101 is prerequisite to all other sociology courses. Sociology 101, 301, 302 and 499 are core courses.

SSOC 101. Introduction to Sociology (3) Introduction to the major theoretical and methodological perspectives used to explain, investigate and analyze social life.

SSOC 201. Introduction to Statistics for the Social Sciences (3) Fundamental principles of descriptive and inferential statistics as used in the social sciences, including measures of central tendency and variation, the normal approximation, probability, chance variability, estimation, hypothesis testing, and correlation.

SSOC 301. Sociological Theory (3) Roots and historical development of various sociological lenses as tools for examining the social world.

SSOC 302. Sociological Research Methods (3) Quantitative, qualitative and comparative methods used in social science research, focusing on research design, data collection and analysis, and ethical issues. Prerequisite or corequisite: SSOC 301 or consent of instructor.

SSOC 310. Individual and Society (3) Selected theoretical orientations, methodological procedures, and research findings pertaining to the relations between the individual and society.

SSOC 311. Social Problems (3) Content selected for contemporary importance and sociological relevance.

SSOC 320. Sociology of Aging (3) Processes of aging as a form of socialization and demographic reality, including institutional effects. The status of the elderly and the sources of prejudice and discrimination they experience are emphasized.

SSOC 321. Animals and Society (3) Sociological perspectives on human-animal interaction and the role of animals in society.

SSOC 323. Urban Sociology (3) Characteristics, causes, and impacts of city life. Different types of urban areas and current issues are examined from comparative, historical, and global perspectives.

SSOC 325. Social Movements (3) Characteristics, causes, and impacts of social and political movements in the modern world. Different types of movements, including the American civil rights movement, are examined from comparative, historical, and global perspectives.

SSOC 327. Population Dynamics (3) (=SGEG 340) Issues in measurement of the distribution and development of human population. Applies the analytical methods used in accounting for the effects of births, deaths and migrations.

SSOC 328. Social Demography (3) Selected theoretical orientations, methodological procedures and historical perspectives related to the social analysis and context of demographic change.

SSOC 329. Social Change (3) Applies sociological lenses to current major social, cultural, economic, political, and global transformations, emphasizing their interrelationships.

SSOC 330. Social Inequality (3) Theoretical perspectives and research on the unequal distribution of wealth power, and prestige in social life on a global, national, and local scale. Attention is given to the impact of globalization on social stratification.

SSOC 333. Race and Ethnic Relations (3) Examines the basic concepts of race and ethnicity, relevant sociological theories, and their application to critical issues.

SSOC 335. Sociology of Women (3) Theoretical and methodological approaches to the study of women in societies. The importance of gender in defining women's roles is emphasized, along with the role of social institutions in contributing to the subordination of women as a group.

SSOC 337. Gender and Society (3). A sociological investigation of gender as a fundamental principle of social life. The interdependence of gender constructions and of societies' inequality structures across social institutions is explored.

SSOC 339. Women and Armed Conflict (3) Women's lives in the context of armed conflict examined from comparative, historical and global perspectives.

SSOC 341. Sociology of Families (3) Methods and theories used in the examination of intimate human relationships, including parenting, violence and abuse, and divorce and remarriage. Emphasizes the social factors that bring about change in family-related behaviors and create diversity in family forms.

SSOC 343. Political Sociology (3) The societal conditions affecting political ideas, institutions, and practices. The role of politics in society is examined from comparative, historical, and global perspectives.

SSOC 345. Sociology of Religion (3) The societal conditions affecting religious beliefs, institutions, and practices. The role of religion in society is examined from comparative, historical, and global perspectives.

SSOC 347. Sociology of Organizations and Work (3) Sociological investigation of how post-industrial society and globalization impact the workplace, jobs, workers, gender, families and communities. The role of leadership in organizations is also examined.

SSOC 351. Social Deviance (3) (=SCRJ 423) Theories, methods and substantive issues in the creation, involvement, recognition and control of deviance. Sociological theories and pertinent research data are integrated in the context of contemporary societal issues.

SSOC 353. Sociology of Crime (3) Social factors in the development, identification, and treatment of crime and criminals.

SSOC 355. Juvenile Delinquency (3) (=SCRJ 351) Social factors in the development, identification and treatment of delinquents and juvenile delinquency in the context of juvenile justice systems.

SSOC 357. Sociology of Mental Health and Mental Illness (3) Social factors in the development, identification, and treatment of mental illness.

SSOC 391. Special Topics (3) Emerging issues in contemporary sociology. Selected topics organized around faculty and student areas of special interest. This course can be taken more than once if the topic is different.

SSOC 395. Internship (3) Supervised work experience in a community agency based on an individualized, contracted program planned in conjunction with the relevant sociology faculty member. Ten hours per week in the field placement, at least three class meetings, and a formal, written sociological analysis of the field experience are required. The course may be taken more than once, but may be applied toward major credit in sociology only once. Normally offered every spring semester.

SSOC 399. Independent Study (1-6) An individualized, contracted program of study planned in conjunction with a sociology faculty member.

SSOC 499. Senior Seminar (3) A capstone course designed around topics selected by faculty. Emphasis is on research with written and oral presentations. Prerequisites: SSOC 301, 302, and 12 additional hours of upper level sociology with a C or better and statistics.

Spanish (SSPN)

Note: Unless otherwise indicated, readings, lectures and discussion in foreign language courses above the elementary level are principally in the language concerned. Incoming students with previous experience in a foreign language must take a placement test.

SSPN 101. Introductory Spanish I (3) Fundamentals of the language and culture through speaking, listening, reading, and writing. Admission to SSPN 101 is intended for those who have never studied Spanish previously.

SSPN 102. Introductory Spanish II (3) Fundamentals of the language and culture through speaking, listening, reading, and writing. Prerequisite for SSPN 102 is SSPN 101.

SSPN 201. Intermediate Spanish (3) Review of the basic principles of the language, with emphasis on reading, writing, and oral skills. Prerequisite: SSPN 102 or placement through testing.

SSPN 202. Intermediate Spanish (3) Review of the basic principles of the language, with emphasis on writing, oral skills, and the reading of literary and other authentic texts. Prerequisite: SSPN 201 or placement through testing.

SSPN 204. Latin American Culture (3) Readings and visuals on historical, economic, cultural and social developments in Latin America, taught in English. Prerequisite: SEGL 102 or consent of instructor.

SSPN 250. Selected Spanish Studies Abroad (3-6) Development of intermediate level communication skills together with immersion in the culture of a foreign country. Prerequisite: SSPN 102 or consent of instructor.

SSPN 301. Introduction to Hispanic Literature (3) Reading Hispanic literary texts/literary criticism. Focus is on literary terms and their applications in close readings of Spanish and Spanish-American texts. Prerequisite: SSPN 202, or consent of instructor.

SSPN 309. Spanish Grammar and Composition (3) Fundamental elements of the language and exercises in composition. Prerequisite: SSPN 202 or consent of instructor.

SSPN 310. Spanish Conversation (3) Development of oral skills, vocabulary and phonetic fluency through presentations, discussions and group activities. Prerequisite: SSPN 202 or consent of instructor.

SSPN 311. Introduction to Non-Literary Translation (3) Theoretical grounding and practical problems of professional translation (Spanish/English; English/Spanish). Translation of short legal, medical and commercial texts in their linguistic and cultural context and an overview of the translator profession in the USA are studied. Prerequisites: SEGL 252 and SSPN 202; or SSPN 309; or consent of the instructor.

SSPN 312. Introduction to Interpreting (3) General understanding of the problems for facilitating oral communication between monolingual speakers of English and Spanish. Develops basic skills for professional interpreting in its cultural context with practical exercises through role playing and the use of audio and audio visual material. Prerequisites: SSPH 201 and SSPN 202; or SSPN 310; or consent of the instructor.

SSPN 315. Spanish for the Professions (3) Practice in oral and written language pertinent to specific careers, such as health care, criminal justice or business. Course may be repeated once with change in professional topic. Prerequisite: SSPN 202 or consent of instructor.

SSPN 320. Spanish Civilization (3) Culture and civilization of Spain. Prerequisite: SSPN 202 or consent of instructor.

SSPN 321. Latin American Civilization (3) Cultural heritage of the Latin American people from the pre-Columbian period to the present. Prerequisite: SSPN 202 or consent of instructor.

SSPN 330. Survey of Spanish Literature I (3) Representative authors and works from Medieval, Renaissance, and Golden Age Literature. Prerequisite: SSPN 301 or consent of instructor.

SSPN 331. Survey of Spanish Literature II (3) Major movements, principal authors, and representative works in Spanish literature since 1700. Prerequisite: SSPN 301 or consent of instructor.

SSPN 332. Survey of Spanish American Literature I (3) Representative authors and works from pre-Columbian times through the colonial era. Prerequisite: SSPN 301 or consent of instructor.

SSPN 333. Survey of Spanish American Literature II (3) Major movements, principal authors, and representative works from the nineteenth century to the present. Prerequisite: SSPN 301 or consent of instructor.

SSPN 350. Selected Spanish Studies Abroad (3-6) Development of advanced level communication skills together with immersion in the culture of a foreign country. Prerequisite: SSPN 202 or 250 or consent of instructor.

SSPN 398. Topics in Spanish Language or Literature (3) Intensive study in selected areas chosen by the instructor. Prerequisite: SSPN 301 or consent of instructor.

SSPN 399. Independent Study or Internship (1-3) Supervised professional experience or research outside the classroom. For three internship credit hours, a student is to work 135 hours with an approved agency; for two credit hours, 90 hours; for one credit hour, 45 hours. For an internship or for an independent study, a contract must be signed by the student and by the instructor of record and other designated faculty and administrators. A student may repeat SSPN 399 once with a different internship or independent study contract description for a total of no more than six hours of undergraduate credit. Prerequisites: GPA 2.0 overall, 2.5 in foreign language courses, and consent of faculty supervisor.

SSPN 420. U.S. Latino Literature (3) A core grouping of Latino authors who were either born or raised in the United States and whose texts are written primarily in English. The selected texts are bilingual. Prerequisite: SSPN 309 or consent of instructor.

SSPN 431. Masterworks of Hispanic Literature (3) Selected masterpieces written in Spanish. Selections are samplings of great literature from the Spanish-speaking world. Prerequisite: SSPN 301 or consent of instructor.

SSPN 451. Second Language Acquisition (3) An introduction to major learning theories with particular focus on those dealing with acquisition of a second or foreign language. Field experience is required. Prerequisite: SSPN 202.

SSPN 453. Introduction to Romance Linguistics (3) Descriptive and historical analyses of the Romance languages, beginning with their origins in Latin. Prerequisite: SSPN 309 or SFRN 309 or consent of instructor.

SSPN 454. Spanish Linguistics (3) Basic concepts and terminology essential to the study of Spanish phonology and phonetics, morphology, syntax, lexicon, semantics, language change and language variation. Prerequisite: SSPN 309 or consent of instructor.

SSPN 490. Senior Seminar in Spanish (3) Reading and research on selected topics designed to integrate knowledge, to explore ethical issues, and to gain experience in research and oral presentation. Prerequisite: three upper division Spanish literature courses. Corequisite: senior standing.

Speech (SSPH)

SSPH 201. Public Speaking (3) Oral communication and speaking before an audience. Prerequisite: SEGL 102 or consent of instructor.

SSPH 201H. Public Speaking honors (3) An in-depth consideration of theories and principles of speech construction, analysis and delivery. The writings of classical and contemporary philosophers, theorists and rhetoricians are considered. Intensive reading, writing, research, delivery and a service component are included. Prerequisites: SEGL 102; admission to honors program as a second year student or permission of director of honors program.

SSPH 301. Theories and Principles of Human Communication (3) Theories, principles and functions of human communication. Topics include culture, nonverbal communication, listening skills, self-disclosure, perception and interviewing. Prerequisites: SEGL 102 or consent of instructor.

SSPH 303. Ethics in Human Communication (3) An investigation of ethical principles relevant to interpersonal, small group and organizational communication. The relationship among philosophy, rhetoric, ethics and human communication is explored. Prerequisite: SSPH 301 or consent of instructor.

SSPH 310. Interpersonal Communication (3) The study of the communication process as a form of practical action between individuals. The classroom functions as an interpersonal laboratory to study and practice interpersonal skills through discussions, exercises and projects. Prerequisites: SSPH 201 or consent of instructor.

SSPH 315. Conflict Resolution (3) Theories, research and function so of conflict resolution strategies in interpersonal, organizational, and community settings. Topics include conflict analysis, conflict management skills, dispute transformation and alternative dispute resolution. Prerequisite: Junior standing or consent of instructor.

SSPH 333. Advanced Public Speaking (3) The principles and theories of speech composition. Areas of focus include rhetorical theory, strategic organization, evidence, reasoning and delivery. Prerequisite: SSPH 201 or consent of instructor.

SSPH 340. Voice and Diction (3) The analysis, evaluation, and improvement of speech based on the anatomy and physiology of the vocal mechanism, voice production, and articulation.

SSPH 380. Intercultural Communication (3) An introduction to the theory and practice of difference-based communication. Students investigate the communicative impact of significant cultural differences in values, perceptions and behavior. Prerequisite: SEGL 102.

SSPH 398. Topics in Speech Communication (3) A specific area of speech is explored. Individual topics are announced.

SSPH 415. Mediation (3) Concepts, skills and functions of mediation in interpersonal, organizational, and community settings. Topics include mediator styles and standards, principles of cooperation and problem-solving, and strategies for dispute transformation. SSPH 415L is available for additional credit. Prerequisite: SSPH 315.

SSPH 415L. Mediation Laboratory (1) Demonstrations, exercises and applications of procedures used to develop mediation skills. Two laboratory hours per week. Prerequisite: SSPH 415 or consent of the instructor.

SSPH 440. Argumentation and Debate (3) Fundamental principles, skills and ethics of argument. In-class debates required. Prerequisites: SSPH 201 or consent of instructor.

SSPH 441. Debate Laboratory (1) Participation in debate team activities, including research, construction of debate briefs, competition and travel. Weekly meetings are require. May be repeated for a total of four credits. Prerequisite: SSPH 440. Corequisite: Debate team membership.

SSPH 448. Organizational Communication (3) Theories, research and functions of communication in organizations, including communication practices and strategies in professional and social settings. Prerequisites: SSPH 201 or permission of the instructor.

SSPH 450. Communicating for Social Change (3) An introduction to theories and principles essential to understanding the communicative function and processes of social movements. The construction and presentation of persuasive messages intended to produce social change are emphasized. Prerequisite: SSPH 201.

Statistics (SSTA)

SSTA 410. Introduction to Probability Theory (3) Laws of probability and sample space; discrete and continuous distributions; joint, marginal and conditional densities; moment generating functions; univariate and bivariate normal distribution. Prerequisite: C or better in SMTH 142 or consent of instructor.

SSTA 413. Introduction to Stochastic Processes (3) Markov chains; Poisson processes; introductory renewal theory, Brownian motion and stationary processes used in mathematical modelling. Prerequisite: C or better in SSTA 410 or consent of instructor.

Theatre (STHE)

STHE 161. Introduction to Theatre Art (3) Understanding and criticism of dramatic literature, history, and production.

STHE 170. Fundamentals in Acting (3) The technique of body and voice control, improvisation, interpretation of characters, and characterization applied in scenes.

STHE 260. Theatre Laboratory (1) Participation in theatre production, including stage management, direction, costumes, makeup, lighting, sound, scenery, and business management. No formal class meetings. May be repeated for a total of four credits.

STHE 301. Dramatic Theory and Criticism (3) A philosophical, psychological and social theorist perspective. Analytical writing on topics such as social context and resonance of the drama, dramatic action, playwriting, dramatic illusion and Shakespeare is stressed. Prerequisite: SEGL 102 or consent of instructor.

STHE 370. Voice for the Actor (3) Group study of the voice in performance, using applied breath and resonance techniques aimed at enhancing vocal power for the actor or public speaker. Exercises and text work will be applied to voice techniques, creating a connection between the word image and vocal expression for the actor and public speaker. Prerequisite SSPH 201; STHE 170 or consent of instructor.

STHE 373. Fundamentals of Play Directing (3) Text analysis and interpretation. The emphasis is on discovering the intention of the playwright and on blocking, including picturization and composition, culminating in each student's production of a one-act play for public presentation. Prerequisite: STHE 170

STHE 374. Intermediate Acting (3) Advanced scene and monologue performance including script analysis and character building. Plays of Classical Realists will be performed. Prerequisite: STHE 170.

STHE 376. Stage Movement for the Actor (3) Centering, body alignment and kinetic power influencing the projec-

tion of images and ideas. A studio warm-up and work-out developing the skills for the preparation of a variety of performance pieces demonstrating kinetic principles, culminating in a public performance.

STHE 377. Stagecraft (3) Drafting, design and interpretation of drawings for structural components of sets, lighting and costumes. Using the current production as a laboratory, students will concentrate on such skills as the basics of set construction, the computerized lighting system and costume construction.

STHE 378. Playwriting (3) Script analysis and preparation, dialogue development, character construction and scene composition. Students write full length manuscripts and participate in a public performance of readings from the completed plays. Prerequisite: English 102.

STHE 379. Lighting Design (3) The design and drafting process of lighting for a stage production. Designing a lighting plot and the role of lighting as a design element will be included; a research project will be assigned. Prerequisites: SEGL 102; STHE 161 or consent of instructor.

STHE 380. Scene Design (3) Design and drafting processes necessary for theatrical scenic design. Text analysis, research and the design for various play genres will be included, as well as the use of computer assisted drafting. Prerequisites: SEGL 102; STHE 377 or consent of instructor.

STHE 381. Stage Management (3) Experiences in technical organization and backstage supervision of a production. Topics will include backstage responsibilities, production cues, and director/manager and cast/crew relationships. Prerequisites: SEGL 102; STHE 170 or consent of instructor.

STHE 382. Theatre for Youth (3) Creative drama methods for youth. A children's play will be produced and performed. Prerequisites: SEGL 102; STHE 170 or consent of instructor.

STHE 383. Stage Combat (3) Basic techniques of unarmed and armed fighting for the theatre, stressing punches, kicks, tumbling, and falls, in the context of scene work and safety. Prerequisite: STHE 170 or consent of instructor.

STHE 385. Theatre History I (3) History of theatrical production including major dramatic texts, dramatists, and dramatic theory. Included is a survey of stage and auditorium architecture, stage machinery, scenery, costuming, lighting, acting and directing from pre-history through the Italian Renaissance. Prerequisite: SEGL 102.

STHE 386. Theatre History II (3) History of theatrical production including major dramatic texts, dramatists, and dramatic theory. Included is a survey of stage and auditorium architecture, stage machinery, scenery, costume, lighting, acting and directing, from the Italian Renaissance to the modern era. Prerequisite: SEGL 102.

STHE 398. Topics in Theatre (3)

STHE 399. Internship or Independent Study in Theatre (1-3) Supervised professional experience of research outside the classroom. For three internship credit hours, a student is to work 135 hours with an approved agency; for two credit hours, 90 hours; for one credit, 45 hours. For an internship or an independent study, a contract must be signed by the student and by the instructor of record and other designated faculty and administrators. A student may repeat STHE 399 once with a different internship or independent study contract description for a total of no more than six hours of undergraduate credit. Prerequisites: GPA 2.0 overall, 2.5 in major, consent of faculty supervisor and junior standing.

STHE 401. Classical Styles in Acting (3) Advanced study in the performance techniques and challenges particular to classical theatre. Applied scene work, focusing on the physical, vocal, and textual requirements for the performance of Shakespeare, Moliere, and Greek classical texts, will lead to the public performance of scenes and monologues. Prerequisite: STHE 170 or consent of instructor.

STHE 402. Alternative Styles in Acting (3) Advanced modes of performance and the physiological and vocal challenges particular to acting outside the realm of realism. Exercises will focus on physical approaches to building character through the context of scene work in Absurdist, Commedia, and other non-realist tests. Prerequisite: STHE 170 or consent of instructor.

STHE 473. Advanced Play Directing (3) Choosing text, casting, directing a collaborative team and exercising complete artistic control over all aspects of theatre production. Principles of actor coaching and staging technique culminate in the public presentation of a one act play with at least an hour's running time or a select act from a full-length manuscript. Prerequisite: STHE 373.

Teaching English to Speakers of Other Languages (STSL)

STSL 410. Principles and Strategies of Teaching English to P-12 Speakers of Other Languages (3) Methodologies and techniques for promoting acquisition of a second language. Included are first and second language acquisition models, variables affecting limited English proficient learners, learning strategy research, and effective instructional strategies for developing ESOL proficiency among P-12 learners. Prerequisite: Admission to the professional program in teacher education or current P-12 teacher certification.

STSL 420. Teaching Reading and Writing to P-12 Speakers of Other Languages (3) A theoretical foundation for the teaching of reading and writing English to limited English proficient (LEP) learners in P-12 schools. Included are theories of the development of literacy in

a second language; contrastive rhetoric; and formal and informal reading/writing assessment strategies. Prerequisite: Admission to the professional program in teacher education or current P-12 teacher certification.

STSL 430. Linguistic and Cultural Diversity in Education (3) Issues affecting linguistically and culturally diverse learners in schools in the USA. Included are a brief history of bilingual education, cultural and learning style preference, cultural influences in curricula and materials, the legal issues related to serving limited English proficient learners, approaches to ESOL program development, culturally appropriate assessment strategies, and home-school collaboration. Prerequisites: Admission to the professional program in teacher education or current P-12 teacher certification.

STSL 440. Practicum in the Instruction of English to Speakers of Other Languages in P-12 Schools (3) A supervised experience designed to allow the candidate to teach under guidance of a university supervisor and cooperating school teacher for a minimum of three months in P-12 schools. The experience includes planning and implementing instruction for students who speak languages other than English. Prerequisites: Admission to the professional program in teacher education or current P-12 teacher certification; STSL 410, STSL 420, and SEGL 451. Prerequisite or corequisite: STSL 430.

University (SUNV)

SUNV 101. The Student in the University (3) The purposes of higher education and the potential role of an individual student within the university and other learning environments. Open to freshmen only. This course does not count toward graduation in some majors.

SUNV 102. Freshman Orientation (1) The successful transition into higher education through social, personal and academic development. Considered are topics and activities in study skills, time management, goal setting, careers, health and wellness, responsibility, cultural awareness, and the enhancement of the relationship between the faculty adviser and the student.

SUNV 103. Freshman Orientation (1) The successful transition into higher education through academic, social, and personal development. Considered are topics and activities in time management, goal setting, responsibility, and careers, with special emphasis on study skills. The academic performance of students, in all classes, is monitored throughout the semester. Required of academic skills students. (Students cannot receive credit for both University 103 and 102.)

SUNV 201. Leadership Development I (2) Various approaches to the definition of leadership and practical experience in building leadership skills. The critical questions of what is leadership, what are the qualities of a good leader, and what skills does a leader need are examined. Pass/fail credit.

SUNV 202. Introduction to Leadership II (2) Practical experience in building leadership skills within the context of community-based leadership. The focus is upon the most pressing needs for leadership within the community to allow students to become directly involved with a relevant project. Prerequisite: University 201.

SUNV 301. Critical Analysis and Writing (3) (=SLGC 205) The identification and evaluation of reasoning as it occurs in natural language uses. The techniques of careful reading and clear writing are demonstrated through the production of critical essays. Two lecture and one laboratory hour per week. Prerequisite: English 102 or equivalent.

SUNV 310. Leadership Development Internship (1-4) Practical application of leadership principles through a public service internship. Limited to participants in the Leadership Development Program. Prerequisite: SUNV 202.

SUNV 398. Interdisciplinary Studies Internship (1-3) Supervised work experience in a community agency or business based on an individualized, contracted program planned in conjunction with a faculty member and approved by t he student's advisor. For three internship credit hours, a student is to work 135 hours with an approved agency; for two credit hours, 90 work hours; for one credit, 45 hours. A student may repeat SUNV 398 once with a different internship contract description for a total of no more than six hours of undergraduate credit. Prerequisites: junior standing, and approved internship contract. This internship cannot be used to meet concentration requirements for bidisciplinary and multidisciplinary concentrations.

SUNV 399. Independent Study (1-6) An individualized, contractual program of study planned in conjunction with a faculty member involved with the student's interdisciplinary program of study. May be repeated for a total of no more than six hours of undergraduate credit with consent of advisor. Prerequisites: junior standing or permission of instructor. **SUNV 490. Senior Seminar in Interdisciplinary Studies (3)** Reading and research on selected topics designed to explore issues of broad interdisciplinary interest. Designed to integrate knowledge at an advanced level, explore ethical issues, and gain experience in research and oral presentation. Seminar topics vary. Prerequisites: senior standing and permission of IDS advisor. This course cannot be used to meet senior seminar requirements in bidisciplinary concentrations.

Women's Studies (SWST)

SWST 101. Introduction to Women's Studies (3) Interdisciplinary theories, methods and issues comprising Women's Studies.

SWST 301. Feminist Theory and Methods (3) Philosophical exploration of feminist theories and feminist methods of inquiry. Prerequisite: SPHL 102 or SSOC 101 or SWST 101 or permission of instructor.

SWST 355. U.S. Women's Movement (3) In-depth, interdisciplinary perspectives on U.S. women's activism, actions and resistance strategies. Prerequisite: SWST 101 or SWST 301 or SGIS 350 or permission of instructor.

SWST 398. Special Topics in Women's Studies (3) Survey of a selected topic planned around a faculty or student area of interest. Prerequisite: SWST 101 or an upper division course primarily addressing women's issues.

SWST 490. Senior Seminar (3) Exploration, at an advanced level, of issues, topics, and dilemmas related to Women's Studies. Topics covered will vary depending upon the instructor. Prerequisites: senior standing, SWST 301 and other courses primarily addressing women's issues; permission of the instructor.

Women's Studies Courses

The following courses have been approved as Women's Studies courses. Detailed descriptions are available under departmental listings.

SATH 301	Women and Art
SCRJ 376	Women and Crime
SEGL 437	Women Writers
SGIS 350	Women and American Politics
SGIS 420	Women and Politics: A Global Perspective
SHST 351	Women in Early Modern Europe and America
SHST 352	Women in Modern Europe and America
SHST 495	Topics in Women's History
SPSY 442	Psychology of Women
SSOC 335	Sociology of Women

Transfer Course Equivalencies

The following courses are used for receiving appropriate level transfer credit to USC Upstate.

SEGL 218	Introduction to Drama: An introductory course in reading and reviewing plays
SEGL 225	Introduction to Poetry: An introductory course in the analysis of poetry
SEGL 230	Images of Women in Literature: An introductory course of archetypes and stereotypes of women in literature
SLGC 105	Basic Introduction to Logic: Introduction to the structure of argument, including symbolization, proof, formal fallacies, deduction and induction
SPHL 131	Introduction to Ethics: Critical examination of normative theories of obligation and value using a variety of moral problems as units of analysis
SCRJ 215	Issues and Ideas: State and Local Politics Introductory examination of systems and issues relating to city, county, and state government
SSOC 102	Social Aspects of Marriage and Family: Introduction to the functions, processes, and problems of families
SSOC 205	Introduction to Contemporary Social Issues: Introduction to selected current social issues and problems
SSOC 206	Introduction to Social Psychology: Fundamental question about human behavior emphasizing the relationship between the individual and the group
SCRJ 210	Introduction to Juvenile Delinquency: Introduction to fundamental questions regarding the development of deviant behavior as it applies to adolescents and their treatment within the criminal justice system (same as SSOC 210)
SSOC 235	Introduction to Death and Dying: Introduction to the social aspects of death and dying, including rites and rituals of different societies
SPHL 121	Moral Problems in the Modern World: Discussion of contemporary moral problems and related theoretical issues, focusing on such issues as sexual morality, punishment, abortion, racism, sexism, warfare and civil disobedience

Graduate Studies

The University of South Carolina Upstate offers the degree of Master of Education in Early Childhood Education, Elementary Education and in Special Education: Visual Impairment.

USC Upstate School of Education Graduate Mission Statement "Preparing Reflective Professionals"

Educators prepared in the graduate school at USC Upstate are well-versed in the liberal arts and applicable content areas, the latest developments in curriculum and instruction, theory and practice, and the research-based, sociocultural, and philosophical foundations of education. They understand and respect cultural diversity, welcome diversity of opinion and belief, and place the welfare of their students first. As reflective professionals, they are leaders among their colleagues and are committed to a service ideal built upon the highest standards and ethical principles.

Admission

Application packets may be obtained from the USC Upstate Admissions Office or from the USC Upstate School of Education. Application for admission to graduate programs will be given consideration after receipt of all credentials. Admission to the M.Ed. in Early Childhood Education, the M.Ed. in Elementary Education and the M.Ed. in Special Education: Visual Impairment is based on the total profile of the applicant.

Degree Candidates

Individuals seeking admission to USC Upstate as a degree candidate will be considered for full admission when the USC Upstate Admissions Office receives all admissions materials. However, students are eligible to take up to twelve hours of program courses pending receipt of all materials. If the student meets all criteria, the student will be accepted as a degree candidate.

- Temporary, professional or initial teacher certificate
- Application for degree seeking graduate students. (available at www.uscupstate.edu)
- $40 application fee[1] (Students who have previously attended the University of South Carolina Upstate Graduate School in a degree program and have paid the application fee, are not required to do so again).
- A state residency status form.
- Two letters of recommendation using forms provided in the application packet.
- Minimum *Miller Analogy Test* (MAT) score of 390 or *Graduate Records Examination* (GRE) score of 400 on the verbal section and 400 on the quantitative section.
- Official copies of transcripts from all previous undergraduate and graduate studies.
- A minimum GPA on all undergraduate course work of 2.5 on a 4.0 scale.
- Proof of immunization for measles (rubeola) and German measles (rubella) if born after Dec. 31, 1956.
- A personal interview with a member of the faculty of the USC Upstate School of Education.
- Attendance at a regularly scheduled Portfolio Introduction and Training Session.

Conditional Admission

Under two circumstances a student may apply for conditional admission as long as all other admission requirements have been fulfilled.

1. If, after two attempts, the student fails to meet the required Miller Analogies Test (MAT) score of 390 or Graduate Records Examination (GRE) score of 400 on the verbal section and 400 on the quantitative section

OR

2. The student does not have the minimum GPA on all undergraduate coursework of 2.5 on a 4.0 scale.

The student must submit a request for conditional admission in writing to the director of graduate programs. If the student fails to meet BOTH of these criteria they ARE NOT eligible for conditional admission.

If the student is granted conditional admission, and achieves a minimum GPA of 3.25 on the initial 12 hours of USC Upstate program coursework, the student will be fully admitted as a masters candidate. If the student fails to achieve this grade point average, the student may not continue in the masters program.

Applicants Not Seeking a Degree

Students wishing to enroll in either program courses or professional development courses but who do not wish to pursue a graduate degree at USC Upstate must submit the following admission materials:

- Initial teacher certificate or a letter indicating full-time employment by a school district (i.e. PACE program or interns).
- Application for Non-Degree Seeking Graduate Students. (available at www.uscupstate.edu)
- $10 application fee[1]
- A state residency status form.

Students with No Teaching Credential

Students holding a baccalaureate degree but no teaching credential may be admitted and enroll in graduate courses as a non-degree student with the approval of the Director of Graduate Programs. However, only teachers who hold a permanent, current teaching credential are eligible for the reduced tuition rate allowed for certified teachers.

Students admitted as non-degree students may take up to twelve hours of graduate work without being admitted to a degree program. In order to enroll in more than 12 hours as a non-degree student, the applicant must complete another non-degree application form, a state residency status form, and submit a copy of a teaching credential. This procedure will allow an additional 12 hours of graduate study. However, the applicant must be aware that a maximum of six hours of professional development

[1] *Fees are subject to change as approved by USC Board of Trustees.*

courses are applicable to a degree program.

Change of academic objectives. Students are admitted to a specific graduate program at the time of acceptance. Upon completion of that degree, further graduate study requires readmission to graduate studies.

Valid period of admission. Admission to graduate study at USC Upstate is valid for one year. If an applicant fails to complete any graduate course or part of the prescribed program within this period, the acceptance lapses, and the student becomes subject to any new requirements that may have been adopted. Students who do not enroll in classes within one calendar year of admission must reapply.

Students who have been admitted to graduate study at the University of South Carolina under regulations other than those now in force, and who have not completed any USC courses during a period of three or more years, are required to fulfill current admission requirements prior to attending USC Upstate for additional graduate work. Upon readmission, these students become subject to the current graduate regulations.

Disability Services

Students with disabilities are assisted through the Office of Disability Services. The staff works toward accessibility for all university programs, services, and activities in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. Services offered include priority registration, test proctoring, classroom adaptation, sign language interpreter, reader, braille, and note taker. If you have a disability and need assistance, contact the Office of Disability Services.

Graduate Tuition

Academic fees at the University of South Carolina Upstate are established by the University of South Carolina Board of Trustees and are subject to change.

Tuition[1]

All fees are payable in full at the beginning of each term.

Graduate:

Part-time and summer school students

South Carolina residents ... $384 per semester hour
Non-residents ..... $816 per semester hour
Certified Teachers ..... $266 per semester hour

Academic Regulations

Students may obtain a degree following the requirements in force at the time they are admitted to degree candidacy, or under subsequent regulations published while they are degree candidates. However, students are restricted in the choice of requirements to one specific catalog. Students have a period of **six** years inclusive and continuous in which to claim the rights of a specific catalog. Students may request permission to revalidate USC/USC Upstate program courses falling outside the six-year parameter. With the approval of the director of graduate programs, the student will work under the direct supervision of a graduate faculty member to update course content and to demonstrate competency on an examination.

Students are advised that unforeseen circumstances may interfere with the scheduling of any given course or degree offering. Students are required to take such developments into account as they arise, even if doing so means a delay in the fulfillment of some of their academic goals or modification of those goals.

Advisement

Every candidate admitted for a degree is assigned a faculty advisor with whom to plan a program of study relevant to specific objectives and sufficiently intensive and sequential to assure professional competence and breadth of knowledge. Students have the privilege of requesting a particular advisor, subject to the consent of the faculty member and approval of the director of graduate programs. The advisor should be a specialist in the candidate's major area of study.

Program of Study

Immediately following admission to the program, every degree seeking student, working with an advisor, must develop and file a program of study in the office of graduate programs. A program of study is an agreement signed by the student, the advisor, the director of graduate programs and the dean of the School of Education. This formal agreement serves a number of purposes to the benefit of both the student and the University. It causes the student and the advisor to engage in early planning with a specific goal in mind; it provides useful information for the planning of course offerings; it facilitates subsequent advisement, and it protects the student in the event of unexpected curriculum or faculty changes. Although formal programs are binding, they can be modified or replaced by new programs if conditions warrant such changes.

Courses

Prerequisites. Prerequisite courses are listed to inform students about the academic background recommended for satisfactory course completion. The instructor may approve the enrollment of students who have acquired the equivalent knowledge or skills through other courses or experiences. Special permission to enroll should be requested from the instructor prior to registration.

Course loads. Nine semester hours in the fall and spring semesters and three hours during a summer session are considered full time enrollment.

Correspondence courses. The University neither offers correspondence courses for graduate credit nor accepts correspondence work as applicable toward any graduate degree.

Credit by examination. No graduate credit is offered by examination.

Auditing. Students wishing to audit graduate courses are advised to obtain permission from the dean of the School of Education. Arrangements for auditing are duly recorded at the time of registration. No credit may be earned for an audited course, either by examination or otherwise, and no audited course may be repeated for credit at a later date.

[1] *Fees are subject to change as approved by USC Board of Trustees.*

No record of audit shall appear on a transcript unless a student attends 75 percent of the classes.

Academic Residency Requirement

Students must successfully complete a minimum of 24 semester hours of program courses offered by the University of South Carolina Upstate.

Dropping a Course

Courses dropped through the late registration period will not be recorded on the student's transcript.

A course dropped following late registration through the sixth week of a regular semester is recorded with a non-penalty grade of W. After the sixth week of the semester, any courses dropped will appear on the permanent record with a grade of WF unless documentation is offered which is acceptable to the instructor and the dean of the School of Education. A WF is treated as an F in the evaluation of the student's eligibility to continue and in computing the student's grade point average. Students who stop attending class without officially withdrawing have the course recorded with a grade of F, which is included in all calculations and totals.

The academic calendar for spring and fall graduate courses gives the prescribed dates for dropping a course. In summer sessions, other shortened terms, and specially scheduled courses, the period for withdrawal with a grade of W is 43 percent of the total number of class days. The student should consult with the Office of Graduate Programs concerning the withdrawal dates for specially scheduled courses. A course cannot be dropped after the last day of classes specified for the session in which the course is scheduled.

If a student must either drop a course or withdraw from the University for medical reasons or other acceptable major cause after the penalty date (last day to receive a W), the student must submit the form entitled Request for Assignment of W Grade for Medical Reason or Extenuating Circumstances After Penalty Date. This form must be approved by the course instructor and the dean of the School of Education.

Withdrawal From All Courses

All students, both full- and part-time, wishing to withdraw from the University (discontinue enrollment from all courses) must complete an Application for Withdrawal form. Withdrawal applications are available from the Records Office and from the Office of Graduate Programs. Students must obtain the required signatures before the withdrawal will be processed by the Records Office.

Grades assigned upon withdrawal are determined as described above for dropping courses. The date of withdrawal from the University will be posted on student transcripts.

Any student withdrawing within the scheduled refund period (as published in the Schedule of Classes) can expect to receive a refund through the mail in approximately six to eight weeks. If at the time of withdrawal, the student has any financial obligations to the University, these will be deducted from any refund due. Refunds for those students who received and used financial aid in payment of academic fees will be applied toward repayment of financial aid.

Students who have received long-term loans through the University must contact the financial aid office for an exit interview. Failure to participate in an exit interview may result in a hold being placed on transcripts.

Grades and Credit

Credit values. The credit value of each course is usually equal to the number of hours the class meets each week for one term.

Grading system. The letter grades A, B, C, D and F are employed to designate excellent, good, fair, poor and failing work respectively. B+, C+ and D+ also may be recorded. Courses graded D or lower cannot be applied to degree programs. The letter grades S (satisfactory) and U (unsatisfactory) are assigned only in courses that have been approved for pass-fail grading, or in a regular course where the student, with the approval of the dean of the School of Education, has elected an individual pass-fail option (see Pass/Fail Option). Courses completed with an S may be counted toward total credits earned.

The grade of I, incomplete, is assigned at the discretion of the professor when in the professor's judgment, a student is prevented from completion of some portion of the assigned work in a course because of an unanticipated work-related responsibility, family hardship, illness, accident, or verified disability. The student should notify the professor without delay that one of these conditions exists or has arisen; notification must be given prior to the end of the term. The professor will determine, according to the nature of the interruption and the uncompleted requirements, what additional period of time will be allowed for completing the work before a permanent grade is assigned. An Assignment of Incomplete Grade form must then be completed by the professor (with copy to student) and submitted to the Records Office specifying the justification for the I, conditions for make-up, and deadline for completion. Re-enrolling in a course will not make up an incomplete grade. A grade of I is not computed in the calculation of a student's grade point average.

After 12 months an I, which has not been replaced with a letter grade is changed permanently to a grade of F unless the I was erroneously recorded. If the professor believes there is academic justification for an extension beyond the one year limit, a request for extension should be submitted to the dean of the School of Education before the expiration of the year, specifying the justification and specific duration of the extension on the form entitled Extension of Incomplete Time Period Authorization.

NR, no record, is assigned by the Records Office if a grade has not been submitted at the proper time or if any grade not approved for a particular course has been submitted. It is a temporary mark on the transcript, and must be replaced by a grade. If replacement does not occur before the last week of the spring or fall semester following the term from which the grade was recorded, a grade of F will be assigned.

Special make-up work, extra work, or examination to change a grade already recorded is not permitted.

Academic standards. Graduate courses may be passed for degree credit with a grade as low as C, but the student's average on all courses attempted for graduate credit must be at least B (3.0 on a 4 point system). Additionally, the student's average on all courses numbered 700 or above must be no less than 3.0. Grades earned on credits transferred from other universities do not count in the grade point average.

An accumulation of grades below B on 12 credits of graduate course work taken at the University within a six year period will disqualify a student for a graduate degree. This rule applies to courses taken in degree programs, non-degree programs, or in more than one degree program. These students are suspended from degree candidacy but may enroll in professional development courses with the approval of the director of graduate programs. After a grade below B is six years old, it will cease to be a disqualifying factor.

Transfer Credit. Transfer work from a regionally accredited institution applicable to a master's degree MUST BE WITHIN THE SIX YEARS PRIOR to USC Upstate degree completion. A maximum of twelve semester hours credit (nine if part of a master's degree at the other institution) may be considered, subject to these additional provisions: (a) the courses must be documented by an **official** transcript mailed to the admissions office by the awarding institution; (b) the transcript must clearly indicate that **graduate** credit was awarded or specifically verified by the institution's registrar or graduate dean; (c) the courses must be judged appropriate by the student's advisor, approved by the dean of the School of Education, and listed on an approved program of study; (d) courses graded lower than B are not transferable; (e) USC Upstate provides no revalidation mechanism for courses completed at another institution.

Appeals for reinstatement. Appeals for reinstatement to degree candidacy should be reviewed by the dean of the School of Education and forwarded to the executive vice chancellor for academic affairs for review by the USC Upstate Graduate Committee.

Appellants who have maintained a B average despite their accumulation of lower grades may, if their appeals are supported by the School of Education, be allowed to proceed toward their degrees provided they receive no additional grades below B.

Appellants who have not maintained a B average should show extenuating circumstances and obtain the support of the School of Education if they wish to be considered for reinstatement by the USC Upstate graduate committee.

Pass/Fail Option

Under certain circumstances, a student may elect pass/fail grading in a course outside the major area. This option permits enrichment of the student's experience without affecting grade point average. A grade of either S (satisfactory) or U (unsatisfactory) will be awarded. Courses completed with a satisfactory grade may be counted toward total credit hours earned. Any student interested in this option should consult with the director of graduate programs and the dean of the School of Education prior to registration.

Transcripts

ALL OFFICIAL TRANSCRIPTS MUST BE REQUESTED IN WRITING FROM THE USC COLUMBIA RECORDS OFFICE.

No transcript will be issued to or for a student who is indebted to the University.

With the exception of copies made for internal university use, no copy of a student's record will be released anywhere (including the state department of education) without the student's written consent.

Undergraduate Enrollment in Graduate Courses (Senior Privilege)

A special provision to earn graduate credit is available for USC Upstate undergraduate seniors in their final semester who have a minimum GPA of 3.0, and who need less than a normal course load to complete baccalaureate requirements. Overload enrollment, which includes one or more courses under senior privilege is not allowed. Courses for graduate credit under senior privilege cannot be used toward undergraduate degree requirements.

Attendance

Students are expected to attend all regular class meetings. Unsatisfactory class attendance may be considered adequate reason, by the instructor, for requesting the student to withdraw from a course.

Auditors are expected to conform to the same attendance requirements as students registered for credit, but in any case, must attend at least 75 percent of scheduled class meetings.

Change of Name

A student wishing a name change must present to the Records Office proper legal documentation such as a marriage license, a court order approving a name change, or a divorce decree in which a name change is granted.

Change of Address

Students are obligated to notify the Records Office of any change of address. Failure to do so can cause serious delay in the handling of student records and notification of emergencies at home. Returned mail due to an incorrect address will result in a "hold" being placed on a student's record, preventing registration.

Appeal Policy and Procedure

The University of South Carolina Upstate is committed to judicious, fair and impartial resolution of all conflicts regarding student complaints. The following process is designed to provide an objective review of the student complaints regarding a variety of academic grievances arising out of admissions, readmissions, assessment of academic records, academic standing, a variety of academic policies and/or grading criteria.

General Guidelines

1. All submissions to all levels of appeal must be submitted in writing and applicable forms must be typewritten or word-processed.
2. All parties concerned must honor all deadlines and timelines.
3. While the appeal process may result in the recommendation of a grade change—only faculty who initiated the grade in question shall implement grade changes.
4. The student may appear before and make presentations to the committee during the appeal process.

Steps

1. Appeal to the faculty member or initial decision maker.
2. Appeal to the division chair or director of Graduate Programs. Must take place within five days of Step 1 decision.
3. Appeal to the dean of appropriate school or college. Must take place within five days of Step 2 decision.
4. Appeal to the USC Upstate Graduate Committee.

Within five days of the dean's decision, the student must submit in writing to the chair of the graduate committee his/her intent to appeal. Within 10 working days of receiving the appeal, the graduate committee shall gather all relevant material, hold its hearing and make a report to the vice chancellor for academic affairs.

The decision of the USC Upstate graduate committee is final. All decisions regarding grade changes at any step are in the form of recommendations only. Only the faculty member who initiated the grade in question can change grades. Appeals must be initiated before the last day of the following major semester in which the disputed decision was made.

Applications for Degrees

All candidates for a degree must complete the degree application process. Students may obtain an application for degree from the graduate office in the School of Education. Submission deadlines are listed in the semester course schedule.

Financial Aid

College work-study and Federal Family Education Loan Programs, which includes both subsidized and unsubsidized Stafford loans, are available to students fully admitted to graduate programs at USC Upstate. To qualify, students must be admitted to a USC Upstate graduate program of study and be enrolled for no less than six hours each semester. Descriptions of these financial aid programs can be found in the undergraduate section of this catalog.

Eligibility for assistance for federal financial aid is determined by completing a Free Application for Federal Student Aid (FAFSA). The FAFSA is used to calculate the amount a graduate student and family can contribute toward the cost of education from reported income and resources. The difference between the cost of education and the family contribution is the student's financial need. In addition to demonstrating financial need, individual federal aid programs have specific requirements. Program requirements are explained in detail in *The Student Aid Guide* published annually by the U.S. Department of Education and available in the USC Upstate Office of Financial Aid and Scholarships.

Satisfactory Academic Progress

Graduate students are required to be making satisfactory progress for receipt of federal financial aid. Graduate students are considered to be making satisfactory progress if they:

1. are admitted and enrolled as advanced degree or certificate students.
2. meet university standards for continued enroll ment in an advanced degree or certificate program.
3. maintain a USC Upstate cumulative grade point average of 3.0 or higher each semester enrolled.
4. complete at least eighty percent of the total number of hours attempted each academic year.

Full-time graduate students will be allowed three academic years to complete the advanced degree. Students enrolled less than full-time will be given the equivalent of six full-time semesters to complete the advanced degree.

Full-time enrollment is defined as nine hours each semester. Half-time enrollment is defined as six semester hours each semester. The hours attempted is defined as the number of hours attempted at the end of the 100% drop period. Incompletes will not be counted as hours passed until a final grade is determined. Repeat courses will be counted as hours attempted in determining satisfactory academic progress.

Students not meeting USC Upstate's satisfactory academic progress standards may appeal to the financial aid committee using the same procedures as undergraduates.

Notification of Student Rights Under FERPA

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. They are:

(1) The right to inspect and review the student's education records within 45 days of the day the University receives a request for access.

Students should submit to the registrar, dean, head of the academic division, or other appropriate official, written requests that identify the record(s) they wish to inspect. The university official will make arrangements for access and notify the student of the time and place where the records may be inspected. If the records are not maintained by the university official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

(2) The right to request the amendment of the student's education records that the student believes are inaccurate or misleading.

Students may ask the University to amend a record that they believe is inaccurate or misleading. They should write

the University official responsible for the record, clearly identifying the part of the record they want changed, and specify why it is inaccurate or misleading.

If the University decides not to amend the record as requested by the student, the University will notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

(3) The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

The University of South Carolina will disclose information from a student's education records only with the written consent of the student, except:

(a) To school officials with legitimate educational interests;
- •A school official is a person employed by the University in an administrative, supervisory, academic or research, or support staff position; a person or company with whom the University has contracted (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.
- •A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

(b) To officials of other institutions in which the student seeks or intends to enroll provided that the student has previously requested a release of his/her record;

(c) To authorized representatives of the U.S. Department of Education, the Comptroller General of the United States, state educational authorities, organizations conducting studies for or on behalf of the University, and accrediting organizations;

(d) In connection with a student's application for, and receipt of, financial aid;

(e) To comply with a judicial order or lawfully issued subpoena;

(f) To parents of dependent students as defined by the Internal Revenue Code, Section 152;

(g) To appropriate parties in a health or safety emergency; or

(h) To the alleged victim of any crime or violence of the results of any disciplinary proceedings conducted by the University.

The University of South Carolina has designated the following items as **directory information**: a student's name, electronic mail address, local and permanent mailing addresses and telephone numbers, semesters of attendance, enrollment status (full- or part-time), date of admission, date of graduation, school, majors and areas of concentration, whether or not currently enrolled, classification (freshman, etc.), type of degree being pursued, degrees, honors, and awards received (including scholarships and fellowships), weight and height of members of athletic teams, and whether the student has participated in officially recognized activities and sports sponsored by the University.

The University may disclose any of these items without prior written consent, unless the student has submitted a written request to the Office of the Registrar not to release directory information pertaining to them. Requests will be processed within 24 hours after receipt. Directory information will be withheld from student directories and telephone books only if notification is received prior to the publication of these documents. The electronic directory is updated each weekend; requests for non-disclosure will be honored with the next update after the request is processed by the staff of the Office of the Registrar.

(4) The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA.

The name and address of the office that administers FERPA is: Family Policy Compliance Office, U.S. Department of Education, 600 Independence Avenue, SW, Washington DC 20202-4605. Questions concerning this law and the University's procedures concerning release of academic information may be directed to the Office of the Registrar at 864-503-5220.

State Residency Requirements

The University of South Carolina Upstate assesses tuition and fees upon the basis of state residency. The rules regarding the establishment of legal residency for tuition and fee purposes for institutions of higher education are governed by the South Carolina Code of Laws. A copy of this law in its entirety is available from the Office of Admissions.

The initial resident status determination is made at the time of admission and prevails until such time that a student establishes a proper claim to residency as defined by the laws of South Carolina. Any student who is discovered to have been improperly classified as a South Carolina resident will be reclassified as a non-resident and will be required to pay differences in fees.

Persons having questions about residency are encouraged to secure a Residency Application Package from the Office of Admissions. Appointments with the director of admissions to discuss residency requirements are also encouraged.

Master of Education Degree in Early Childhood or Elementary Education

Programs of study leading to the degree of Master of Education are offered in early childhood education and elementary education. Orientation, including a portfolio information training session, is provided prior to the beginning of each academic term. Information about graduate programs is available from the USC Upstate Office of Graduate Programs at 864-503-5573 and at www.uscupstate.edu.

USC Upstate Master of Education degrees are not designed for the purpose of initial teacher certification. Initial teacher certification is required for admission to the M.Ed. degree program.

The Master of Education degree requires:

1. Successful completion of an approved program of study providing 36 hours of graduate credit, of which at least 50 percent must be earned in courses numbered 700 or above (the remainder may be in courses numbered 500-699).
2. Successful defense of a Graduate Professional Portfolio. The Graduate Professional Portfolio is introduced during the initial orientation to graduate programs for degree candidates. During program courses and continuing professional experience, candidates accumulate artifacts for the portfolio. Candidates select for the portfolio, those artifacts which most clearly document their professional development, prepare a rationale for the inclusion of items in each section of the portfolio, and defend the portfolio before a panel of faculty and peers. Full details for the Graduate Professional Portfolio are included in the USC Upstate Graduate Handbook.

For either degree, a minimum grade point average of 3.0 (B) is required on the total graduate program with a minimum average of B on all 700-800 level courses. An accumulation of grades below B on any 12 hours of graduate work attempted at the university will disqualify a student for a graduate degree. Professional development courses may be considered as part of a degree program if the coursework is consistent with the program. Questions should be directed to the Director of the Office of Graduate Programs.

Every candidate admitted for the degree of Master of Education will have a faculty advisor with whom to plan a program of study to assure professional competence and breadth of knowledge. Students will have the privilege of requesting a particular advisor, subject to consent of the faculty member involved and approval by the director of Graduate Programs. The advisor will be a specialist in the candidate's major area of study.

No academic program of study can be approved until the student has been fully admitted to the graduate program as a qualified degree candidate. Students are cautioned that graduate credit earned prior to full admission to degree candidacy may not be applicable toward the degree requirements. **No more than 6 hours of professional development courses may be used in a degree program. A maximum of 6 hours of reduced tuition rate courses (standard graduate-level contract courses) may be presented on a graduate student's program of study. Each academic unit must approve the inclusion of reduced tuition rate graduate-level course work on the program of study.** The program of study should be established immediately after full admission to the program; the program of study is completed with a student's assigned advisor or the director of graduate programs.

Both the early childhood and the elementary master's programs are now offered in a Fast Track arrangement, enabling students to complete the entire degree in 18 consecutive months. Though the rotation of courses will remain constant, graduate candidates may elect to complete their degrees at a slower pace, as long as the degree is completed within six years.

Master of Education in Early Childhood Education
Student Worksheet

I. Core Required Courses (15 credits)

_____ SERM 700: Introduction to Research in Education
_____ SEPY 705: Children and Adolescents as Learners
_____ SECH 740: The Young Child: Applying Theory and Research
_____ SECH 742: Advanced Study of Early Childhood Curricula and Program Models
_____ SEFN 744: Philosophy and Education

II. Specialized Early Childhood Requirements (12-15 credits) selected from

_____ SECH 608: Parent Involvement in Early Childhood Education
_____ SECH 744: Advanced Study of Language Development and Communication Skills in Early Childhood Education
_____ SECH 750: Play Theory and Early Learning
_____ SECH 794: Types of Early Childhood Centers
_____ SECH 811: Current Trends and Issues in Early Childhood Education
_____ SEDL 642: Teaching Mathematics to Young Children
_____ SLCY 722: Developing Literacy from Kindergarten through Second Grade

III. Related Study (3-6 credits)

_____ _____
_____ _____

IV. Final Seminar (3 credits)

_____ SECH 797: Seminar in Early Childhood Education

V. Graduate Professional Portfolio[1]

[1]*Refer to the USC Upstate graduate handbook for details.*

Master of Education in Early Childhood Education
Fast Track Rotation[1]

Spring
SERM 700: Introduction to Research in Education 3
SEFN 744: Philosophy and Education.....3
SECH 742: Advanced Study of Early Childhood Curricula and Program Models.....3

Summer
SEDL 642: Teaching Mathematics to Young Children 3
SECH 744: Advanced Study of Language Development and Communication Skills in Early Childhood Education 3
SEPY 705: Children and Adolescents as Learners 3

Fall
SLCY 722: Developing Literacy from Kindergarten through Second Grade.....3
SECH 608: Parent Involvement in Early Childhood Education 3
SECH 740: The Young Child: Applying Theory and Research 3

Spring
SECH 750: Play Theory and Early Learning.....3
SECH 797: Seminar in Early Childhood Education.....3

Summer
SECH 794: Types of Early Childhood Centers.....3

Total Hours 36

[1]*Both the early childhood and the elementary master's programs are now offered in a Fast Track arrangement, enabling students to complete the entire degree in 10 consecutive months. Though the rotation of courses will remain constant, graduate candidates may elect to complete their degrees at a slower pace, as long as the degree is completed within six years.*

Master of Education in Elementary Education
Student Worksheet

I. Core Required Courses (15 credits)

_____ SERM 700: Introduction to Research in Education
_____ SEPY 705: Children and Adolescents as Learners
_____ SEFN 744: Philosophy and Education
_____ SEDL 715: Elementary School Curriculum
or
_____ SEDL 720: Middle School Curriculum and Organization
_____ SEDL 717: Curriculum Problems in the Elementary School

II. Content Methods Courses (12-15 credits)

1. Literacy area:
_____ SLCY 722: Developing Literacy from Kindergarten through Second Grade (recommended for primary grade teachers)
_____ SLCY 723: Developing Literacy from Grades Three through Eight
_____ SLCY 728: Reading and Writing in the Content Areas
2. Social studies area:
_____ SEDL 760: Social Studies in Elementary/Middle School
3. Science area:
_____ SEDL 615: Science in the Elementary School
4. Mathematics area:
_____ SEDL 642: Teaching Mathematics to Young Children (recommended for primary grade teachers only)
_____ SEDL 645: Diagnostic Teaching of Arithmetic
_____ SEDL 745: Teaching Elementary Problem Solving, Geometry, and Measurement Topics

III. Related Study (3-6 credits)

_____ _____
_____ _____

IV. Final Seminar (3 credits)

_____ SEDL 780: Seminar in Elementary Education

V. Graduate Professional Portfolio[1]

[1]*Refer to the USC Upstate graduate handbook for details.*

Master of Education in Elementary Education
Fast Track Rotation[1]

Spring
SERM 700: Introduction to Research in Education 3
SEFN 744: Philosophy and Education.....3
SECH 715: Elementary School Curriculum 3

Summer
SEDL 642: Teaching Mathematics to Young Children 3
SEDL 615: Science in the Elementary School.....3
SEPY 705: Children and Adolescents as Learners 3

Fall
SLCY 722: Developing Literacy from Kindergarten through Second Grade.....3
SEDL 745: Teaching Elementary Problem Solving.....3
SECH 717: Curriculum Problems in the Elementary School 3

Spring
SLCY 723: Developing Literacy from Grades Three through Eight 3
SECH 780: Seminar in Elementary Education 3

Summer
SECH 794: Social Studies in Elementary/Middle School.....3

Total Hours 36

[1]*Both the early childhood and the elementary master's programs are now offered in a Fast Track arrangement, enabling students to complete the entire degree in 10 consecutive months. Though the rotation of courses will remain constant, graduate candidates may elect to complete their degrees at a slower pace, as long as the degree is completed within six years.*

Master of Education in Special Education: Visual Impairment

The Master of Education degree in Special Education: Visual Impairment is a degree offered collaboratively by USC Upstate and the South Carolina School for the Deaf and the Blind. Orientation sessions for potential candidates are offered prior to the beginning of the summer sessions and at the beginning of the fall semester. More information about this program is available from the USC Upstate Graduate Programs Office at 864-503-5573.

The masters in Special Education-Visual Impairment requires:

1. Successful completion of an approved program of study providing 38 hours of graduate credit.
2. Successful completion of a case study demonstrating competency in working with individuals with visual impairment. The portfolio will be a requirement in SVIP 735: Practicum in Special Education.

For the degree, a minimum grade point average of 3.0 (B) is required on the total graduate program. An accumulation of grades below B on 12 hours of graduate work attempted at the university will disqualify a student for a graduate degree.

Every candidate admitted for the degree of Master of Education in Special Education - Visual Impairment will have a faculty advisor assigned to monitor the program of study. The program is a Cohort model intended to be completed in two calendar years; however the program may be extended over four years. Embedded in degree requirements are courses required for an endorsement in vision education.

Master of Education in Special Education: Visual Impairment
Student Worksheet

I. Research Competencies (3 credits)

_____ SERM 700: Introduction to Research in Education 3

II. Professional Studies (6 credits)

_____ SLCY 722: Developing Literacy from Kindergarten through Second Grade 3

_____ SEPS 725: Advanced Study of K-12 Curriculum 3

III. Visual Impairment Studies (29 credits)

_____ SVIP 610: The Nature and Needs of Learners with Visual Impairment 3

_____ SVIP 650: Anatomy, Physiology, and Disorders of the Visual System 3

_____ SVIP 675: Functional Low Vision Assessment and Intervention 3

_____ SVIP 705: Literacy Braille Reading and Writing 3

_____ SVIP 706: Nemeth Code Braille 2

_____ SVIP 712: Assistive and Instructional Technology for Learners with Visual Impairment 3

_____ SVIP 717: Orientation and Mobility for Learners with Visual Impairment 3

_____ 724: Visual Impairment and Multiple Disabilities 3

_____ SVIP 730: Assessment and Educational Methods for Learners with Visual Impairment 3

_____ SVIP 735: Practicum in Special Education-Visual Impairment 3

Master of Education in Special Education: Visual Impairment
Cohort Rotation

First Year

Summer I
SVIP 610 3
SERM 700 3

Summer II
SVIP 650 3

Fall (Courses offered by Distance Learning)
SVIP 675 3
SVIP 705 3

Spring (Courses offered by Distance Learning)
SVIP 706 2
SLCY 722 3

Second Year

Summer I
(Courses offered on the campus of the South Carolina School for the Deaf and the Blind)
SVIP 712 3
SVIP 717 3

Fall (Courses offered by Distance Learning)
SVIP 724 3
SEPS 725 3

Spring (Courses offered by Distance Learning)
SVIP 730 3
SVIP 735 3

Total Hours 38

Endorsement in Teaching English to Speakers of Other Languages (ESOL)

Endorsement in teaching English to Speakers of Others Languages is now available at USC Upstate. Currently for ESOL endorsement the South Carolina State Department of Education requires 15 hours of coursework specifically related to Teaching English to Speakers of Other Languages as well as demonstrated knowledge of a foreign language. The requirements for participating in this program include the following:

- Initial certification from a regionally accredited institution;
- Application for Non-Degree Seeking Graduate Students (available at www.uscupstate.edu);
- $10 application fee
  (Students who have previously applied for graduate studies with the University of South Carolina system and have paid the application fee, are not required to do so again);
- A state residency status form.

Teachers with knowledge and skill in teaching second language learners are needed at every grade level. ESOL endorsement may be added to any certificate: early childhood, elementary, middle grades, secondary, special education, or physical education. These graduate level courses will be offered in the day during first summer session and late in the afternoon during fall and spring semesters making the program accessible to individuals who are in-service teachers. The fall and spring courses require practicum experiences meaning that students must work directly with speakers of other languages either in after-school or weekend programs to meet course expectations.

Individuals lacking knowledge of a foreign language may complete the six hours of preparation during summer sessions at USC Upstate. Undergraduate courses are available in Spanish, French, or German. The six hours of study must be in one foreign language.

Endorsement for Teaching English to Speakers of Other Languages
Student Worksheet

ESOL Endorsement (K-12) 15

I. Prerequisites for Graduate ESOL Core Courses

_____ Initial teacher certification from a regionally accredited institution
_____ Application for Non-Degree Seeking Graduate Students (available at www.uscupstate.edu)
_____ $10 application fee (Students who have previously applied for graduate studies with the University of South Carolina system and have paid the application fee, are not required to do so again).
_____ A state residency status form

II. Each applicant must also fulfill the following requirements:

_____ Second language learning experiences documented by any one of the following:

- six semester hours in a single second language;
- completion of intensive language training by the Peace Corps, the Foreign Service Institute or the Defense Language Institute;
- placement in a third-year-level course in the foreign language department at an accredited college or university; or
- demonstration of second-language proficiency in a language that is unavailable at accredited institutions through verification in writing from an official designated by the State Department of Education.

III. Requirements: Completion of 15 graduate semester hours including twelve hours of specialized preparation and three hours of electives.

Specialized Preparation 12
_____ SSLL 708: Introduction to Linguistics 3
_____ SSLL 718: Techniques for Teaching English to K-12 Second Language Learners 3
_____ SSLL 728: Literacy Instruction for K-12 Second Language Learners 3
_____ SSLL 760: Practicum in Teaching English to K-12 Second Language Learners 1-3
**Practicum hours are split and are corequisites for SSLL 718 and SSLL 728.*
_____ One from the following: 3
SSLL 748: Linguistic and Cultural Diversity
SSLL 758: Assessment of K-12 Second Language Learners
**Also requires one corequisite practicum hour.*
SEPS 732: Enhancing Learning for Diverse Cultures

Endorsement for Teaching English to Speakers of Other Languages
Suggested Sequence of Courses

Summer I
SSLL 708: Introduction to Linguisitcs 3

Fall
SSLL 718: Techniques for Teaching English to K-12 Second Language Learners 3
SSLL 760: Practicum in Teaching English to K-12 Second Language Learners 1
SEPS 732: Enhancing Learning for Diverse Cultures 3

Spring
SSLL 728: Literacy Instruction for K-12 Second Language Learners 3
SSLL 760: Practicum in Teaching English to K-12 Second Language Learners 2

Early Childhood Education (SECH)

SECH 541. Integrated Early Childhood Curriculum I (3) Integration of content areas within the curriculum emphasizing mathematics and sciences. Learning activities, materials and equipment. Multicultural influences and needs of exceptional children are addressed.

SECH 542. Integrated Early Childhood Curriculum II (3) Integration of content areas within curriculum emphasizing language arts, reading and fine arts. Learning activities, materials, equipment. Multicultural influences and needs of exceptional children are addressed.

SECH 608. Parent Involvement in Early Childhood Education (3) Analysis of programs and practices for involving parents in early childhood educational settings. Emphasis on objectives, methods, techniques and materials for program development. Community resources for supporting programs for children in various instructional settings.

SECH 698. Topics in Early Childhood Education (1-3)

SECH 699. Independent Study (3)

SECH 712. Practicum in Parent Involvement in Early Childhood Education (3) School- and home-based experience with parents. Emphasis is upon home-school relationships and their effects upon the young child's development and learning. Participation with advisory groups, parent activities in the classroom, home visits, and parent-teacher communication. Weekly seminar sessions. Prerequisite: SECH 608.

SECH 740. The Young Child: Applying Theory and Research (3) Analysis and discussion of theory and research related to the education of young children. Intellectual, social, emotional and physical development of infants, toddlers and young children will be examined. Special emphasis on implication for developing early childhood educational instructional programs. Prerequisite: SEPY 705.

SECH 742. Advanced Study of Early Childhood Curricula and Program Models (3) An analysis of early childhood program models and curricula with theoretical orientation, related research, societal needs, and the student's philosophy of education.

SECH 744. Advanced Study of Language Development and Communication Skills in Early Childhood Education (3) Provides classroom teachers with an overview of the development of language and communication skills in children, birth through eight.

SECH 750. Play Theory and Early Learning (3) Theory, research and practices related to the play of young children in various instructional settings.

SECH 794. Types of Early Childhood Centers (3) An overview of the function, funding, management and organization of the many varied programs for young children, including research centers, private and agency controlled schools.

SECH 797. Seminar in Early Childhood Education (3) Synthesis of development, curriculum, cognition and related issues in early childhood education. Prerequisites: 30 hours of Program of Study courses completed including SEPY 705, SERM 700, SEFN 744 and SECH 742.

SECH 811. Current Trends and Issues in Early Childhood Education (3) Early childhood education is a new, developing and rapidly changing field; this course presents an evaluation of current programming. Extensive use will be made of ERIC and similar services. An analysis of what is taking place currently in various innovative and experimental centers.

SECH 812. Practicum in Early Childhood Education (3-6) Open only to teachers and graduate students who have had no experience or training for work with children below the first grade, especially those desiring certification. Supervised school-based experiences and related seminar participation will be required. Prerequisites: SEDE 420 and 422.

Educational Psychology (SEPY)

SEPY 705. Children and Adolescents as Learners (3) Focus on the relationship between growth and development (cognitive, social, emotional, and physical) and learning for children and adolescents. Particular attention will be given to developmentally appropriate teaching practice, learning differences, and learning difficulties.

Elementary Education (SEDL)

SEDL 544. Modern Approaches to Mathematics Teaching (3) Curriculum and pedagogy for mathematics topics taught in grades 3 through 8.

SEDL 615. Science in the Elementary School (3) Reinforces the science background of practicing elementary teachers. Innovations are examined. Emphasis is placed on methods, materials, community resources and evaluation procedures.

SEDL 642. Teaching Mathematics to Young Children (3) Analysis of a developmental approach to teaching children under the age of nine.

SEDL 645. Diagnostic Teaching of Arithmetic (3) Analysis of the concepts and skills of arithmetic in the school mathematics curriculum; exploration of diagnostic-prescriptive teaching methods.

SEDL 698. Topics in Elementary Education (1-3)

SEDL 699. Independent Study (3)

SEDL 715. The Elementary School Curriculum (3) Critical study of the modern elementary school curriculum.

SEDL 717. Curriculum Problems in the Elementary School (3) A careful examination of the persistent problems of elementary schools (grouping, promotions, etc.) and the best solutions in terms of research findings and expert opinion. Prerequisite: SEDL 715.

SEDL 720. Middle Organization and Curriculum (3) An overview of the development of the middle school, history, purposes and organization and an in-depth analysis of middle school organization and curriculum. The characteristics of middle school students, methods of evaluating students, and the overall curricular program are also considered.

SEDL 745. Teaching Elementary Problem Solving, Geometry, and Measurement Topics (3) Analysis of the school curriculum and instructional methods in the designated areas of mathematics; exploration of appropriate outcomes of instruction.

SEDL 760. Implementing Social Studies in the Elementary/Middle School (3) The selection of teaching procedures and instructional materials used to teach social studies in the elementary school will be investigated.

SEDL 780. Seminar in Elementary Education (3) Students will synthesize their graduate studies for a master's degree in elementary education. Prerequisites: 30 hours of Program of Study courses which must include SEPY 705, SERM 700, SEFN 744 and SEDL 715 or SEDL 720.

SEDL 783. Advanced Study of the Teaching of Mathematics in the Middle or Junior High School (3) Historical developments and recent innovations in curricula, resources, and techniques in the teaching of mathematics in the middle or junior high school. Investigative research into the improvement of instruction is required.

Foundations of Education (SEFN)

SEFN 744. Philosophy and Education (3) The functional considerations governing educational theories and practices.

Professional Studies (SEPS)

SEPS 699. Directed Studies in Education (1-3) In-depth investigation of a special topic in education. Fully admitted graduate students will have opportunity to work individually with a faculty member to pursue a topic of interest. Prerequisite: Admission as a degree seeking graduate student in education.

SEPS 715. Advanced Perspectives on Educating Individuals with Disabilities (3) Advanced foundation course for understanding perspectives of special education and disability services, including historical trends and philosophical perspectives; comparative practice of service delivery; policy formulation and analysis; and advocacy roles and activities.

SEPS 725. Advanced Study of K-12 Curriculum (3) Advanced study of foundations for development, historical context, determinants, content, organization, planning, design and strategies for change of K-12 curricula. The role of teachers in the creation, evaluation and revision of K-12 curriculum is examined.

SEPS 732. Enhancing Learning Environments for Diverse Cultures (3) An exploration of the knowledge, skills, and attitudes essential for teaching children from diverse cultures. Though the course will investigate the history and characteristics diverse cultures, the focus of the course will be on promoting the academic and personal success of these children through appropriate learning settings and effective classroom instruction.

Literacy Education (SLCY)

SLCY 722. Developing Literacy from Kindergarten through Second Grade (3) Literacy instruction from oral language through emergent literacy. Emphasis will be placed on developing phonemic awareness and concepts about print, and on scaffolding the transition through emergent literacy into the initial stages of reading and writing. Related, developmentally appropriate assessments will be considered as tools for focusing literacy support.

SLCY 723. Developing Literacy from Grades Three through Eight (3) Literacy instruction in grades three through eight supporting the transition of learners from the initial stages of reading and writing into fluency. Emphasis will be placed on integrating literacy instruction throughout the curriculum. Developmentally appropriate literacy assessments as well as techniques for supporting struggling readers and writers will be included.

SLCY 728. Reading and Writing in the Content Areas (3) A survey of reading and writing strategies for supporting learning in the content areas. Attention will also be given to enhancing literacy skills of middle school and secondary school students.

Research and Measurement in Education (SERM)

SERM 700. Introduction to Research in Education (3) Emphasis on the major methods and techniques of research employed by students of education.

Visual Impairment (SVIP)

SVIP 610. Nature and Needs of Learners with Visual Impairment (3) A historical perspective, legal requirements, service delivery systems, prevalence, etiologies, and the cognitive, linguistic, motor, educational, sensory, and psychosocial developmental characteristics of children and

youth with visual impairment. Educational interventions, materials, adaptive aids, and curriculum are presented. Prerequisite or corequisite: SERM 700.

SVIP 650. Anatomy, Physiology, and Disorders of the Visual System (3) Thorough review of the structure and functioning of the eye and neurological system relating to visualization, congenital and acquired visual abnormalities and their effects on functioning, ophthalmologic examination procedures, and ocular terminology. Educational relevance of course content is emphasized by interpretation of medical eye reports, visual screening, and intervention strategies used to accommodate residual vision. Prerequisite: SVIP 610.

SVIP 675. Functional Low Vision Assessment and Intervention (3) Provide assistance to a learner with visual impairment who has residual, useful vision by means of optic aids and other adaptive devices. Functional assessment, ophthalmic and optometric consultation, and educational intervention constitute course content. Prerequisite: SVIP 650.

SVIP 705. Literacy Braille Reading and Writing (3) A historical perspective, review of devices used to transcribe Braille, comprehensive review of Grades I and II Braille, and extensive practice in the production of Braille by use of the Perkins Brailler. Instruction begins with Grade 1 Braille and common contractions (i.e., groups of letters) are introduced in a logical sequence until all contractions of Grade II Braille are covered and the student is proficient in transcribing Braille. Prerequisite: SVIP 610.

SVIP 706. Nemeth Code Braille (2) Transcription of arithmetic, mathematical and scientific notations into Braille including arithmetic problems, formula, and equations as well as how to teach Nemeth Code Braille to students with blindness. Assignments are completed by use of the mechanical Perkins Brailler although computerized embossing is presented. Prerequisite: SVIP 705.

SVIP 712. Assistive and Instructional Technology for Learners with Visual Impairment (3) Adaptive aids, electronic devices, computerized Braille embossers, synthetic voice output, print reading programs and other software. Students learn about technological devices and become proficient in the use and instruction of these devices and programs. Prerequisite: SVIP 706.

SVIP 717. Orientation and Mobility for Learners with Visual Impairment (3) Instruction in cane skills, orientation, mobility, and activities of daily living for students with visual impairment. The role and responsibilities of the teacher in instruction and in relationship with a certified orientation and mobility professional are stressed. Prerequisite or corequisite: SVIP 712.

SVIP 724. Visual Impairment and Multiple Disabilities (3) The cumulative effects of visual impairment with concomitant disabilities on cognitive, sensory, motor, psychosocial, linguistic, and educational functioning. Educational intervention strategies, service delivery models, legal implications, and the multidisciplinary team model are reviewed. Prerequisite: SVIP 650.

SVIP 730. Assessment and Educational Methods for Learners with Visual Impairment (3) Formal and informal approaches to evaluation for development of individualized educational programs, materials, equipment, curriculum adaptations, resources, adaptive aids, and instructional strategies. Emphasis is on knowledge of resources, methods of teaching, and how to develop and implement appropriate educational programs for learners with blindness and low vision. Prerequisite: Completion of 21 credits in visual impairment courses.

SVIP 735. Practicum in Special Education: Visual Impairment (3) Capstone field experiences and completion of a comprehensive case study and program portfolio. Candidates complete a minimum of 350 hours of supervised teaching of students with visual impairment. The program cumulative portfolio is completed, presented for committee review, and defended. Prerequisite or Corequisite: SVIP 730.

Professional Development Courses

Education (SDEU)

SDEU 632. Professional Development: Field Problems in Education I (3) Selected educational problems will be identified and explored and probable solutions developed. Emphasis will be on providing practicing school personnel an opportunity to work cooperatively, under supervision, toward solutions to problems that are of immediate concern to them. Activities will include seminars, review of literature, observations, case studies, materials development and other applicable approaches. Emphasis will be placed on the development of a comprehensive proposal designed to alleviate or solve problems identified.

Instruction and Teacher Education (SETE)

SETE 610. Professional Development: Integrated Reading and Writing Instruction (3) Theoretical bases and techniques for teaching reading and writing in the elementary school, using multiple subject areas.

SETE 611. Professional Development: Concepts and Practices of Whole Language (3) Development of concepts, materials, and practices to implement a whole language philosophy. Prerequisite: An introductory course in reading or permission of the instructor.

SETE 612. Professional Development: Storytelling in the Classroom (3) Theoretical and practical applications of applying stories and storytelling to 4K-12 school curriculum.

SETE 614. Professional Development: Storytelling and Creative Writing (3) Integrate proven exercises and techniques into the process of story conceptualization, creation, and revision as a basis for teaching creative writing in the K-12 classroom.

SETE 631. Professional Development: Using Computers to Support Instruction (3) Applications of selected software in instructional management.

SETE 633. Professional Development: Internet for Educators (3) Educational applications of the Internet in the context of teaching and learning. Practical understanding of how the Internet can be used as an educational resource.

SETE 634. Professional Development: Integrating Multi-Media Technology in the K-12 Classroom (3) Utilization of technology in the classroom and for the development of information and presentation techniques by the classroom teacher.

SETE 651. Professional Development: Selected Topics in Teaching Science (3) Primarily for elementary, secondary and middle school teachers. Teachers at other levels may be accepted.

SETE 655. Professional Development: Teaching Environmental Education (3) Rationale and strategies for teaching environmental education.

SETE 660. Professional Development: Issues in Writing Instruction (K-12) (6) Issues in the teaching of writing, with emphasis on classroom applications K-12 and program development.

SETE 670. Professional Development: Career Technologies (3) Development of understanding School-to-Work issues and developing curriculum that connects schools with the workplace. Strategies for using technological resources as diagnostic tools in the career development process are included.

SETE 672. Professional Development: Educators in Industry (3) Provides educators opportunities to understand the changing world of work and the current technology of the workplace. Course includes on-site opportunities in today's worksite.

SETE 680. Professional Development: Topics in Education (3) Exploration of a current topic in education with emphasis on classroom application.

SETE 690. Professional Development: Issues and Trends in Education (1-6) Exploration of a current topic in education with emphasis on classroom application.

Second Language Learners (SSLL)

SSLL 708. Introduction to Linguistics (3) An overview of language and linguistics and their relationship to teaching and learning. Attention will be given to phonetics, phonology, morphology, syntax, and semantics as they relate to linguistic theory; to issues of language use; to questions of language in the social context, particularly in the K-12 classroom; and to issues of language acquisition and language learning.

SSLL 718. Techniques for Teaching English to K-12 Second Language Learners (3) Principles and strategies for developing and implementing effective instruction for K-12 second language learners. Attention will be given to a variety of philosophies and models for teaching English to second language learners, variables affecting the learning of English by second language learners, and learning strategy research. Corequisite: SSLL 760 (1 hour credit).

SSLL 728. Literacy Instruction for K-12 Second Language Learners (3) Theories of first and second language acquisition and literacy acquisition. Attention is given to strategies and techniques for guiding second language learners through the reading and writing process and for assessing progress in literacy acquisition. Corequisite: SSLL 760 (1-2 hours credit).

SSLL 748. Linguistic and Cultural Diversity in Education (3) Impact of linguistic and cultural differences characterizing US classrooms today. Attention will be given to issues, challenges, and opportunities for teaching and learning resulting from diversity. Appropriate curricula, materials, assessment, and home-school collaboration strategies will be considered.

SSLL 758. Assessment of Second Language Learners (3) Educational assessment of academic achievement K-12 second language learners. Content focuses on authentic assessment within the classroom, and includes psychometric statistics and theory, review of commonly-used standardized tests, appropriate modification of tests to achieve non-bias, and the review of legislative, legal, and ethical standards. Corequisite: SSLL 760 (1 hour credit).

SSLL 760. Practicum in Teaching English to K-12 Second Language Learners (1-3) Clinical experience to prepare teachers to provide effective teaching/learning experiences for K-12 second language learners. The focus of the practicum will be the application of principles, guidelines, strategies and techniques appropriate for K-12 second language learners. Corequisites: SSLL 718 (1 hour); SSL 728 (1-2 hours); SSLL 758 (1 hour, may be repeated up to three times).

Administration and Faculty

Administration and Faculty

The University of South Carolina Board of Trustees

Mark Sanford, *Governor of South Carolina, ex officio Chairman*
Herbert C. Adams, *8th Judicial Circuit*
Chairman
Miles Loadholt, *2nd Judicial Circuit*
Vice Chairman
Mack I. Whittle Jr., *13th Judicial Circuit*
Chairman Emeritus
Arthur S. Bahnmuller, *3rd Judicial Circuit*
William L. Bethea Jr., *USC Alumni Association*
James Bradley, *6th Judicial Circuit*
Mark W. Buyck Jr., *Gubernatorial Designee*
John W. Fields, *10th Judicial Circuit*
C. Edward Floyd, M.D., *12th Judicial Circuit*
Samuel R. Foster II, *16th Judicial Circuit*
William C. Hubbard, *5th Judicial Circuit*
William W. Jones Jr., *14th Judicial Circuit*
Toney J. Lister, *7th Judicial Circuit*
Darla D. Moore, *Gubernatorial Appointee*
Michael J. Mungo, *11th Judicial Circuit*
James H. Rex, *Superintendent of Education*
M. Wayne Staton, *15th Judicial Circuit*
John C. von Lehe Jr., *9th Judicial Circuit*
Eugene P. Warr Jr., *4th Judicial Citcuit*
Othniel H. Wienges Jr., *1st Judicial Circuit*
Thomas L. Stepp, *Secretary*

Spartanburg County Commission for Higher Education

James R. Smith, *Chairman*
Terry L. Cash, *Vice Chairman*
Charles H. Babb, *Secretary-Treasurer*

C. Daniel Adams
J. Eugene Adams, Esq.
Sheila Breitweiser, Ed.D.
William R. Cobb
James Crook
Harold E. Fleming, M.D., MBA
Audrey T. Grant, Ph.D.
John S. Poole
Albert V. Smith, Esq.
Milton A. Smith Jr.
John B. Travers
L. Andrew Westbrook III
Donna Turner Williams
Thomas R. Young III

Ex Officio
Toney J. Lister, Esq.

Emeritus Members
G.B. Hodge, M.D., *Emeritus Chair*
John L. Cobb
Cleveland S. Harley

The Carolina Piedmont Foundation, Inc.

Chartered on February 27, 1973, the Carolina Piedmont Foundation, Inc., exists to accept gifts of charitable, benevolent, cultural and educational purposes for the exclusive benefit and use of the University of South Carolina Upstate. Accredited as a nonprofit organization under section 501 (c) (3) of the Internal Revenue Code, the Foundation raises private funds for facilities and programs, administers scholarships and supports USC Upstate public service activities.

Board of Directors

Thomas R. Young III, Spartanburg, *President*
David B. Dedmon, DMD, Spartanburg, *Vice President for Administration*
John S. Poole, Spartanburg, *Vice President for Finance*
Nancy S. Riehle, Spartanburg, *Vice President for Development*
John F. Perry, *Executive Director, ex officio*

Directors

Jane G. Bottsford, Spartanburg
Raymond H. Brandt, Spartanburg
Robert A. Brannon, Spartanburg
Terry L. Cash, Chesnee
William R. Cobb, Spartanburg
Robert A. Coleman, Greenville
David B. Dedmon, DMD, Spartanburg
Timothy L. Drummond, Greenville
Elizabeth B. Fleming, Spartanburg
Barney G. Gosnell, Spartanburg
George W. Gramling, Spartanburg
Kerin L. Hannah, Spartanburg
Susan C. Jacobs, Spartanburg
Charles W. Lowe Jr., Spartanburg
Julie W. Lowry, Spartanburg
Don L. Martin, Spartanburg
Russell R. Raines, Spartanburg
Nancy S. Riehle, Spartanburg
Albert V. Smith, Spartanburg
D. Jeffrey Smith, Spartanburg
James W. Terry, Greenville

Bruce H. Carlson, Greenville, *Director Emeritus*
Katie A. Hodge, Spartanburg, *Director Emeritus*
Susan C. Jacobs, Spartanburg, *Director Emeritus*
Shane W. Rogers, Alumni Association, President, *ex officio*
Dr. Jim Griffis, Faculty, *ex officio*
John C. Stockwell, Chancellor, *ex officio*

Administration

President, University of South Carolina
Andrew A. Sorensen

Chancellor, University of South Carolina Upstate
John C. Stockwell

Executive Vice Chancellor for Academic Affairs
Reginald S. Avery

Vice Chancellors
Robert A. Connelly Jr., *Business Affairs*
Judith S. Prince, *Greenville Campus*
Jeanne Skul, *Information Technology & Services*
Sheryl Turner-Watts, *Planning & Organizational Development*
Leon E. Wiles, *Student & Diversity Affairs*

Academic Affairs
Reginald S. Avery, *Executive Vice Chancellor for Academic Affairs*
Cindy Jennings, *Associate Vice Chancellor for Academic Affairs*
Jim A. Ferrell, *Assistant Vice Chancellor Academic Affairs, Greenville Campus*
Donette Y. Stewart, *Assistant Vice Chancellor for Enrollment Services*
York W. Bradshaw, *Dean of the College of Arts and Sciences*
Frieda P. Davison, *Dean of the Library*
Marsha A. Dowell, *Dean of the Mary Black School of Nursing*
Charles A. Love, *Dean of the School of Education*
Darrell F. Parker, *Dean of the School of Business Administration and Economics*
Louise Ericson, *Director of Center for Student Success*
Regis Robe, *Director of Center for International Studies*
Katy R. Murphy, *Registrar*
Kim Jenerette, *Director of Financial Aid*

Athletics Department
Mike Hall, *Director of Athletics*
Tami Matheny, *Associate Athletic Director/Senior Women's Administrator*
Bill English, *Assistant Athletic Director for Sports Information*

Business Affairs
Robert A. Connelly, Jr., *Vice Chancellor for Business Affairs*
Connie Holloman, *Director of Budgets and Fund Accounting*
Michael L. Bruce, *Director of Risk Management*
Jerry Carroll, *Director of the Bookstore*
Denis Ellinger, *Director of Purchasing and Support Services*
F.D. Puncke, *Director of Facilities Management*
Richard L. Scott, *Director of Financial Services*

Judy Srock, *Director of Special Events*

Chancellor's Office

Frances B. Krydynski, *Executive Assistant to the Chancellor*
Sheryl Turner-Watts, *Vice Chancellor, Planning and Organizational Development*
Sam Bingham, *Director of Institutions Reporting*
vacant, *Director of Human Services*

Information Technology

Jeanne Skul, *Vice Chancellor for Information Technology*
Randy Johnson, *Director of Instructional Media Services*
Scott Corbin, *Director of Information Systems*
Chris Hanke, *Director of Network Services*
Tom Davis, *Technology Training Specialist*
Jamie Aiello, *Director of Client Services*

Student Affairs

Leon Wiles, *Vice Chancellor for Student and Diversity Affairs*
Laura Puckett-Boler, *Dean of Students*
and Assistant Vice Chancellor for Student and Diversity Affairs
Ron Dalton, *Director of Residential Life*
Frances Jarratt-Hortis, *Assistant Vice Chancellor for Student Development*
Steve Hopkins, *Director of Student Life*
Klay Peterson, *Chief of University Police*
Lou Anne Webber, *Director of Health Services*

University Advancement

Susan A. Hodge, *Senior Director of Development*
Elaine Marshall, *Director of Grants and Foundation Relations*
Bea Walters Smith, *Director of Alumni Relations and Advancement Services*
vacant, *Vice Chancellor for University Advancement and*
Executive Director of the Carolina Piedmont Foundation

Faculty

College of Arts and Sciences

York W. Bradshaw, *Dean; Professor, Sociology*
Ph.D., Northwestern University

James W. Brown, *Associate Dean; Professor, History*
Ph.D., University of Wisconsin

Warren J. Carson, *Assistant Dean; Professor, English; Coordinator of Academic Advising; Director, Gospel Choir*
Ph.D., University of South Carolina

Department of Languages, Literature and Composition

Richard Predmore, *Department Chair; Professor, English*
Ph.D., University of Florida

Jane Addison, *Instructor, English; Director, Writing Center*
M.Ed., Converse College

Jonathan Barker, *Instructor, English*
M.A., University of North Carolina Charlotte

Catherine G. Canino, *Associate Professor, English*
Ph.D., Arizona State University

Warren J. Carson, *Professor, English; Assistant Dean, College of Arts and Sciences*
Ph.D., University of South Carolina

June C. Carter, *Professor, Spanish*
Ph.D., University of Washington

Peter Caster, *Assistant Professor, English*
Ph.D., University of Texas at Austin

David Coberly, *Assistant Professor, Spanish*
Ph. D., University of Missouri-Columbia

Jay Coffman, *Instructor, German; Director, Language Lab*
M.A., University of Illinois

Brenda W. Davenport, *Senior Instructor, English; Director, English Composition*
M.Ed., University of South Carolina

Elizabeth S. Davidson, *Professor, English*
Ph.D., University of South Carolina

Douglas Jackson, *Professor, Spanish*
M.A., Illinois State University

Merri Lisa Johnson, *Assistant Professor of English; Director for the Center for Women's Studies*
Ph.D., SUNY-Birmingham

Marilyn Knight, *Associate Professor, English*
Ph.D., University of Georgia

Celena E. Kusch, *Assistant Professor, English*
Ph. D., University of Wisconsin-Madison

Thomas J. McConnell, *Associate Professor, English; Director, Honors Program*
Ph.D., University of Georgia

Kathryn A. McLaughlin, *Instructor, English (TESOL); Assistant to the Director of International Studies*
M.A., Southern Illinois University at Carbondale

David Marlow, *Assistant Professor, English*
Ph. D., Ball State University

Danielle C. Raquidel, *Professor, French, Spanish*
Ph.D., University of Cincinnati

Tasha Thomas, *Instructor*
M.Ed., Converse College

Jorge A. Salvo, *Assistant Professor, Spanish*
Ph.D., Florida State University

George H. Williams, *Assistant Professor, English*
Ph.D., University of Maryland

Department of Fine Arts and Communication Studies

Gregg Akkerman, *Assistant Professor, Music; Director, Jazz Band*
D.A., Northern Colorado University

Lisa Anderson, *Associate Professor, Graphic Design*
M.F.A., University of Idaho

James R. Cox, *Professor, Speech, Theater; Director, Shoestring Players*
M.A., University of South Carolina

P. Kathryn Hicks, *Distinguished Professor Emerita, Fine Arts*
M.F.A., University of Georgia

Judy S. Curtis, *Instructor, Speech Communication*
M.A., Marshall University, West Virginia

Mary Lou Hightower, *Assistant Professor, Art Education; Director, FOCUS Gallery*
Ed.D., University of South Carolina

Janice H. Janiec, *Associate Professor, Music*
M.M.E., Winthrop College

Raymond B. Lee, *Distinguished Professor Emeritus, Speech, Theatre*
Ph.D., Bowling Green State University

Raymond J. Merlock, *Professor, Journalism and Mass Communication*
Ph.D., Ohio University

Cassandra S. Mitchell, *Instructor, Journalism and Mass Communication*
M.A., University of South Carolina

Jane A. Nodine, *Professor, Art; Director, Art Gallery*
M.F.A., University of South Carolina

Rich Robinson, *Assistant Professor, Theatre*
M.F.A., Florida Atlantic University

Kevin Sargent, *Assistant Professor, Speech; Director, Forensics*
Ph.D., Northwestern University

Rachel Snow, *Assistant Professor, Art History*
Ph.D., City University of New York the Graduate Center

John C. Stockwell, *Professor, Theatre*
Ph.D., Bowling Green State University

Ashley Torrence, *Assistant Professor, Speech*
M.A., State University of New York at Albany

Chioma Ugochukwu, *Assistant Professor, Journalism and Mass Communication*
Ph.D., University of Texas Austin

Marius Valdes, *Assistant Professor, Graphic Design*
M.F.A., Virginia Commonwealth University

Department of Informatics

Ron Fulbright, *Department Chair, Assistant Professor*
Ph.D., University of South Carolina

Linda Mesko, *Instructor*
M.S., University of Maryland

Richard L. Routh, *Instructor*
Ph.D., Air Force Institute of Technology

Tyrone S. Toland, *Assistant Professor*
Ph.D., University of South Carolina

Angelina Tzacheva, *Assistant Professor*
Ph.D., University of North Carolina Charlotte

Division of Mathematics and Computer Science

Chi-Kei Rick Chow, *Division Chair; Associate Professor, Computer Science*
Ph.D., University of Louisiana Lafayette

Celia L. Adair, *Distinguished Professor Emerita, Mathematics*
Ph.D., University of South Carolina

Daniel J. Codespoti, *Distinguished Professor Emeritus, Computer Science*
Ph.D., Kansas State University

Daniel W. Cooke, *Associate Professor, Computer Science*
Ph.D., University of Tennessee

Linda K. Cooke, *Senior Instructor, Mathematics*
M.M., University of Tennessee

Gamal N. Elnagar, *Professor, Mathematics*
Ph.D., Mississippi State University

Linda P. Gilbert, *Professor, Mathematics*
Ph.D., Louisiana Tech University

Muhammad Hameed, *Assistant Professor, Mathematics*
Ph.D., New Jersey Institute of Technology

Michael R. Harper, *Senior Instructor, Computer Science*
M.S., University of South Carolina

Michael Hudak, *Assistant Professor, Mathematics*
Ph.D., Ohio University

Jerome L. Lewis, *Professor, Computer Science*
Ph.D., Clemson University

Frank H. Li, *Assistant Professor; Computer Science*
Ph.D., University of Memphis

Bernard Omolo, *Assistant Professor, Mathematics*
Ph.D., Texas Tech University

Thomas J. Ordoyne, *Senior Instructor, Mathematics*
M.S., Clemson University

Kenneth Pestka, *Instructor, Computer Science*
M.S., Clemson University

James D. Spencer, *Professor, Mathematics*
Ph.D., University of Nebraska

Charles E. Stavely, *Emeritus Professor, Mathematics*
M.S., Memphis State University

Alexandre Timonov, *Assistant Professor, Mathematics*
Ph.D., The Keldysh Institute of Applied Mathematics, Russian Academy of Sciences

Millard B. Ulmer, *Professor, Mathematics*
Ph.D., University of Alabama

Sebastian van Delden, *Assistant Professor, Computer Science*
Ph.D., University of Central Florida

Kelly Waters, *Assistant Professor, Mathematics*
Ph.D., Clemson University

William H. White, *Senior Instructor, Mathematics*
M.S., Clemson University

Christopher Woodard, *Director of Math & Tutoring Services*
M.S., Clemson University

Wei Zhong, *Assistant Professor, Mathematics*
Ph.D., Georgia State University

Division of Natural Sciences and Engineering

David K. Ferris, *Division Chair; Associate Professor, Biology*
Ph.D., Texas A&M University

Laura Bannan, *Instructor, Biology*
M.A., Appalachian State University

Christopher M. Bender, *Associate Professor, Chemistry*
Ph.D., Cornell University

Lyle D. Campbell, *Professor, Geology*
Ph.D., University of South Carolina

Sarah C. Campbell, *Instructor, Biology*
M.S., University of South Carolina

Jeannie M. Chapman, *Assistant Professor, Biology*
Ph.D., Medical University of South Carolina

Alice R. Claggett, Senior Instructor, Chemistry
M.S., University of Massachusetts

Vincent A. Connors, Associate Professor, Biology
Ph.D., University of Nebraska, Lincoln

Kathleen Ferris, *Instructor, Biology*
M.S., Texas A&M University

Julian Green, Professor, Geology
Ph.D., Harvard University

Jeanne S. Kowalczyk, Professor, Biology
Ph.D., Auburn University

Richard Krueger, Associate Professor, Chemistry
Ph.D., Duke University

George M. Labanick, Professor, Biology
Ph.D., Southern Illinois University

Richard LeBoeuf, Instructor, Engineering Technology Management
Ph.D., State University of New York at Buffalo

Andrew J. Leonardi, *Instructor, Physics*
Ph.D., University of North Carolina at Chapel Hill

Lisa A. Lever, *Professor, Chemistry*
Ph.D., University of North Carolina at Chapel Hill

Sylvia H. Moore, *Instructor, Biology*
M.Ed., Converse College

Gillian Newberry, *Professor, Biology*
Ph.D., University of Wisconsin

Melissa Pilgrim, *Assistant Professor*
Ph.D., University of Arkansas

John C. Riley, *Associate Professor, Physics*
Ph.D., Duke University

Astrid Rosario, *Assistant Professor, Chemistry*
Ph.D., Virginia Tech

Ronald L. Sobczak, *Professor, Chemistry*
Ph.D., University of Arizona

Jack A. Turner, *Professor, Biology*
Ph.D., University of Oklahoma

Department of History, Political Science, Philosophy and American Studies

Dwight E. Lambert, *Department Chair; Professor, Government and International Studies*
Ph.D., University of Florida

James W. Brown, *Professor, History; Associate Dean, College of Arts and Sciences*
Ph.D., University of Wisconsin

Richard E. Combes, *Associate Professor, Philosophy*
Ph.D., University of Iowa

Timothy M. Dale, *Assistant Professor, Political Science*
Ph.D., University of Notre Dame

David W. Damrel, *Assistant Professor, Religion*
Ph.D., Duke University

John B. Edmunds, Jr., *Distinguished Professor Emeritus, History*
Ph.D., University of South Carolina

T. Paul Grady, *Assistant Professor, History*
Ph.D., College of William and Mary

Qiliang He, *Assistant Professor, East Asian History*
Ph.D., University of Minnesota

James B. Griffis, *Associate Professor, Philosophy*
Ph.D., University of Buffalo

Carmen V. Harris, *Assistant Professor, History*
Ph.D., Michigan State University

Alice H. Henderson, *Distinguished Professor Emerita, History*
Ph.D., University of Michigan

SFC Fred Keigley, *Assistant Professor, Military Science*
B.A., University of South Carolina

Carol Loar, *Assistant Professor, History*
Ph.D., Northwestern University

Robert B. McCormick, *Assistant Professor, History*
Ph.D., University of South Carolina

Andrew Myers, *Associate Professor, American Studies*
Ph.D., University of Virginia

Department of Sociology, Criminal Justice and Women's Studies

Edward C. Babin, *Chair; Associate Professor, Geography*
Ph.D., University of Georgia

Reginald Avery, *Professor, Sociology; Executive Vice Chancellor for Academic Affairs*
Ph.D., Brandeis University

York W. Bradshaw, *Professor, Sociology; Dean, College of Arts and Sciences*
Ph.D., Northwestern University

Diane M. Daane, *Professor, Criminal Justice*
J.D., University of Missouri-Kansas City

Clifton P. Flynn, *Professor, Sociology*
Ph.D., University of North Carolina at Greensboro

Judith A. Harris, *Associate Professor, Criminal Justice*
Ph.D., University of Chicago

Brigitte Neary, *Associate Professor, Sociology*
Ph.D., Duke University

Stephen E. Ruegger, *Assistant Professor, Criminal Justice*
Ph.D., University of Southern Mississippi

Friedrich B. Wenz, *Professor, Sociology, Criminal Justice*
Ph.D., Wayne State University

Margaret O. Turner, *Assistant Professor*
M.S.W., Virginia Commonwealth University

Lizabeth A. Zack, *Assistant Professor, Sociology*
Ph.D., New School for Social Research, New York City

Department of Psychology

Yancy B. McDougal, *Department Chair; Professor, Psychology*
Ph.D., University of Alabama

Jan Yehl Griffin, *Professor, Psychology*
Ph.D., Northern Illinois University

William J. Jenkins, *Assistant Professor, Psychology*
Ph.D., University of Michigan

Judith B. Kizer, *Professor, Psychology*
Ph.D., University of Florida

E. Evan Krauter, *Professor, Psychology*
Ph.D., University of Rochester

Karen J. Macrae, *Distinguished Professor Emerita, Psychology*
Ed.D., University of Cincinnati

Jennifer Parker, *Assistant Professor, Psychology*
Ph.D., Virginia Polytechnic Institute and State University

Kim Purdy, *Associate Professor, Psychology*
Ph.D., Queens University

Susan E. Ruppel, *Assistant Professor, Psychology*
Ph.D., Texas Christian University

Center for Nonprofit Leadership

Theresa Ricke-Kiely, *Director, Center for Nonprofit Leadership; Instructor*
Ed.D., University of Sarasota

Center for Women's Studies

Merri Lisa Johnson, *Director, Center for Women's Studies; Assistant Professor, English*
Ph.D., SUNY-Birmingham

Metropolitan Studies Institute

Doris Páez, *Director, Metropolitan Studies Institute; Instructor*
Ph.D., University of Florida

School of Business Administration and Economics

Darrell F. Parker, *Dean; Professor, Economics*
Ph.D., Purdue University

Jerome V. Bennett, *Distinguished Professor Emeritus, Accounting*
Ph.D., University of South Carolina, CMA

Steven D. Caldwell, *Assistant Professor, Management*
Ph.D., The Georgia Institute of Technology

Robert A. Connelly, Jr., *Instructor, Economics*
M.A., Appalachian State University

Richard Gregory, *Assistant Professor, Finance*
Ph.D., Old Dominion University

Eric S. Jolly, *Instructor, Economics*
M.A., Ohio University

Lilly M. Lancaster, *Professor, Management*
Ph.D., University of Massachusetts

Rita McMillan, *Assistant Professor, Marketing*
Ph.D., University of Florida

Charles Reback, *Instructor*
Ph.D., Clemson University

James W. Reese, *Associate Professor, Economics*
Ph.D., University of Tennessee

Sarah P. Rook, *Professor, Economics*
Ph.D., North Carolina State University

J. Frank Rudisill, *Associate Professor, Management*
Ph.D., Clemson University

Stuart Shough, *Senior Instructor, Accounting*
M.Acc., University of South Carolina, CPA

T. Brian Smith, *Instructor, Management of Information Systems*
M.M.I.S., Georgia College and State University

Richard W. Stolz, *Professor, Economics*
Ph.D., Michigan State University

Faruk I. Tanyel, *Professor, Marketing*
D.B.A., University of Tennessee

William R. Word, *Professor, Economics*
Ph.D., University of Tennessee

School of Education

Charles A. Love, *Dean, Professor*
Ed.D., University of North Carolina at Chapel Hill

Jim Charles, *Associate Dean, Professor*
Ph.D., University of North Carolina at Chapel Hill

Judy Beck, *Associate Professor*
Ph.D., University of Toledo

Joseph Bowman, *Professor Emeritus*
Ed.D., University of South Carolina

Cindy A. Cavanaugh, *Assistant Professor*
Ed.D., University of Georgia

Michaeleen Davis, *Assistant Professor*
Ph.D., West Virginia University

Valerie Duarte, *Professor*
Ph.D., University of Connecticut

Rebecca Faulkner, *Assistant Professor*
Ed.D., Nova Southeastern University

Greta Freeman, *Assistant Professor*
Ed.D., Western Carolina University

Carol Gardner, *Associate Professor*
Ph.D., University of South Carolina

Joellen Harris, *Associate Professor*
Ed.D., University of South Carolina

Angela Hinton, *Assistant Professor*
Ed.D., University of South Carolina

Laura Hooks, *Assistant Professor*
Ph.D., University of South Carolina

Marilyn Izzard, *Associate Professor*
Ph.D., University of South Carolina

Linda Mims
Ph.D., University of South Carolina

Amy Mounce, *Instructor*
MA, Columbia University

Holly Pae, *Associate Professor*
Ed.D., West Virginia University

Judith S. Prince, *Associate Professor*
Ed.D., University of Georgia

Thomas Reed, *Associate Professor*
Ph.D., University of South Carolina

Anne C. Shelley, *Professor*
Ph.D., Indiana University

Rebecca Stevens, *Chair of Graduate Programs and Special Initiatives, Associate Professor*
Ph.D., Syracuse University

Steve Tipps, *Associate Professor*
Ed.D., Ohio State University

Cecelia Toole, *Assistant Professor*
Ph.D., University of North Carolina at Greensboro

Pamela Wash, *Assistant Professor*
Ph.D., University of South Carolina

Mary Black School of Nursing

Marsha Dowell, *Dean; Professor, Adult Health*
M.S.N., University of Virginia; Ph.D., George Mason University

Gayle Casterline, *Associate Dean; Associate Professor, Nursing Administration*
M.S.N., University of Pittsburgh; Ph.D., Loyola University

Darlene Amendolair, *Instructor, Nursing Administration*
M.N., University of South Carolina

Tracy Caldwell, *Instructor, Child Health Nursing*
M.N., University of South Carolina

Rebecca Carr, *Assistant Professor, Adult Health Nursing*
M.S.N., Medical College of Georgia; Ph.D., Medical College of Georgia

Courtney Catledge, *Instructor, Health Nursing*
M.S.N./M.P.H., University of South Carolina

Pat Clary, *Instructor, Psychiatric Mental Health Nursing*
M.N., University of South Carolina

Scarlett Conway, *Instructor*
M.S.N., University of Phoenix

Angelise Davis, *Associate Professor, Adult Health Nursing*
M.N., Emory University; D.S.N., University of Alabama at Birmingham

Betty G. Davis, *Associate Professor, Family Health Nursing*
M.S.N., Clemson University

Jim Ferrell, *Professor, Psychiatric /Community Mental Health Nursing*
M.N., University of South Carolina; Ph.D., Medical College of Georgia

Lynette Gibson, *Associate Professor*
Ph.D., University of South Carolina

Tammy Gilliam, *Instructor, Adult Health Nursing*
M.N., ACNP, University of South Carolina

Patty Harkins, *Instructor, Adult Health Nursing,*
M.N., Memorial University of Newfoundland

Linda E. Hayes, *Instructor, Parent-Child Nursing*
M.N., FNP-BC, University of South Carolina

Mary Lou Hodge, *Instructor, Adult Health Nursing*
M.N., University of South Carolina

Brenda Jackson, *Senior Instructor, Mental Health Nursing*
M.N., University of Maryland

Cindy Jennings, *Associate Professor, Pediatric Nursing*
M.S.N., University of Alabama-Birmingham

Paula Jones, *Instructor, Nursing Education*
M.SN., Gardner-Webb University

Charlotte Koehler, *Instructor, Maternal-Child Nursing*
M.N., University of South Carolina

William Koehler, *Instructor*
M.S.N., University of South Carolina

Laura Leary, *Instructor, Adult Health Nursing*
M.S.N., Clemson University

Robin McAbee, *Instructor, Adult Health Nursing*
M.S.N., ACNP, University of South Carolina

Barbara McCracken, *Instructor, Adult Health Nursing*
M.S.N., Vanderbilt University

Mary Myers, *Instructor, Maternal-Child Nursing*
M.S., CNM, CDE, Medical University of South Carolina

Dorothy Noone, *Instructor*
M.S.N., Gardner-Webb University

Karen A. Peel, *Associate Professor, Adult Health Nursing*
M.N., Louisiana State University Medical Center at New Orleans

Debbie Robitaille, *Instructor, Family Nursing*
M.S.N., OCN, Samford University

JoAnn Rutherford, *Instructor*
M.S.N., Medical University of South Carolina

Sharon H. Smith, *Senior Instructor, Adult Health Nursing*
M.S., State University of New York at Buffalo

Sharon T. Smith, *Instructor, Maternal-Child Nursing*
M.S.N., IBCLC, Clemson University

Catherine B. Talley, *Associate Professor, Adult Health Nursing*
M.S.N., Medical College of Georgia

Mary Jo Tone, *Emerita Professor, Psychiatric/Community Mental Health*
M.S., University of South Carolina

Charlene Walton, *Professor, Community Health Nursing*
Ed.D., Clemson University

Lori Wain, *Instructor*
M.S.N., University of Phoenix

Helen West, *Instructor, Psychiatric/Community Mental Health*
M.S., University of South Carolina

Linda Westfield, *Instructor*
M.S.N., Gardner-Webb University

Center for International Studies and Language Services

Regis Robe, *Director*
Ph.D., University of North Carolina at Chapel Hill

Kathryn A. McLaughlin, *Instructor, English (TESOL); Assistant to the Director of International Studies*
M.A., Southern Illinois University at Carbondale

Library

Frieda M. Davison, *Dean of the Library, Librarian*
MLS, University of Kentucky

Laura Karas, *Instructor*
MLIS, University of South Carolina

Nancy Lambert, *Librarian*
MLIS, University of South Carolina

Camille McCutcheon, *Associate Librarian*
MLIS, University of South Carolina

Holle Schneider-Ricks, *Librarian*
MLS, University of Maryland

Karen L. Swetland, *Assistant Librarian*
MLS, University of South Florida

Christopher D. Vidas, *Assistant Librarian*
MLIS, University of Pittsburgh

Index

A

Academic advisement 49
Academic calendar 4
Academic fees 38
Academic forgiveness 57
Academic grievances 53
Academic honors 58
Academic probation 52
Academic programs 61
Academic regulations, undergraduate 47
  graduate studies 217
Academic standing 52
Academic suspension 53
Accounting major 128
Accreditation 8
ACHIEVE 8
Adding a course 50
Address change 48
Administration 236

Admission, undergraduate 17
  application procedures 17
  audit 21
  concurrent high school seniors 21
  course requirements, high school 17
  former students (readmission) 21
  freshman 17
  international students 21
  non-degree seeking 21
  probationary 18
  senior citizens 22
  transfer 18
  transient students 21
  undergraduates with a degree 22
Admission, graduate 218
Advanced Placement (AP) 54

Advisement
  undergraduate 49
  graduate studies 219
  testing 22, 49

African American Studies minor 97
Alcohol & drug education programs 43
American College Testing Program (ACT/PEP) 55
Appeal
  of financial aid 27
  of academic grievances 53
  of academic requirements for admission 18

Application fee 38
Application for graduation 59

Arts and Sciences, College of 81
  Languages, Literature and Composition 93
  Fine Arts and Communication Studies 82
  Informatics 100
  Mathematics and Computer Science 102
  Natural Sciences and Engineering 108
  Psychology 114
  History, Political Science, Philosophy and American Studies 116
  Sociology, Criminal Justice and Women's Studies 121

Art Education major 87
Art History minor 89
Art Studio (graphic design) major 85
Athletics, intercollegiate 9
Attendance 51
Auditing, undergraduate 49
  graduate courses 219

B

Biology major 108
Biology minor 109
Board of Trustees, USC 234
Bookstore 9
Burroughs Child Development Center 9
Business Administration and Economics 126

C

Calendar, academic 4
Campus Access 11
Campus Activities Board 44
Campus facilities 10
Campus map 12
Campus media 44
Carolina Piedmont Foundation 235
Career Center 9

Change of campus 49
Chemistry major 110
Chemistry minor 111
Child care center 9
Code of Academic Integrity 45
Code of Student Behavior 45
Cognate 64
College Level Examination Program (CLEP) 54
Communication major 82
Computer information systems major 104
Computer science major 106
Computer science minor 107
Commission for Higher Education 234
Confidentiality of student records 59
Conflict Resolution minor 91
Continuation standards 52
Converse College music courses 92
Counseling Services 43
Course(s)
- adding 50
- auditing 49
- changing sections 50
- cognate 64
- course load (overload) 49
- descriptions 160-216, 229-232
- dropping 50
- dropping a graduate course 220
- electives 65
- general education 62
- numbering 161
- pass-fail option 50, 221
- repeating 50
- senior seminar 63
- substitutions 48
- withdrawal from 50

Credit
- advanced placement 54
- by examination 56
- ACT/PEP 55
- CLEP (College Level Examination Program) 54
- correspondence course 56
- International Baccalaureate (IB) 54
- Dantes 55
- military service 55
- non-collegiate programs 56
- transfer 53
- transient 53

Criminal justice major 123
Criminal justice minor 124

D

Degree applications 59
Degree, second undergraduate 59
Dining services 9
Directions to campus (campus access) 11
Directory information, release of 60
Disability services 43
Dropping a course 50, 220
Drug and alcohol programs 43

E

Early childhood, major 136
Economics/finance major 129
Economics/finance minor 129
Education, School of 131
- academic requirements 134
- admission to the professional program 133
- continuation standards 134
- degree programs 135
- directed teaching 134
- student evaluation 135
- transfer admission 134

Electives 65
Electronic media, communication major 84
Elementary education major 137
Engineering Technology Management major 112
English major, minor 93, 95
English Placement Examination 56
Equal Opportunity Programs 43
Examination fees 38
Examinations 52
Extended Graduate Campus 67

F

Facilities 10
Faculty listings 238
Fees 37
- academic 38
- application 38
- auditing 38

Fees (cont.)
diploma replacement 39
examination/validation 38
parking 39
refunds 39
reinstatement 39
replacement identification card 39
replacement treasurer's receipt 39
senior citizens 38
transcript 39
tuition 38
FERPA 59, 222
Film studies minor 96
Final examinations 52
Financial aid 25
loans 27
grants 27
scholarships 31-36
state programs 28
satisfactory academic progress 26
undergraduate assistantships 30
work opportunities 29
Fines 39
Fraternities 44
French minor 95

G

General education requirements 62
Geography minor 125
German studies minor 97
Grade point average 56
Grade reports 57
Grade symbols 56
Grades
appeals 53
transfer credit 18
Grading system 56
Graduate courses, undergraduate enrollment in 50, 221
Graduate studies 217
academic regulations 219
academic standards 221
admission 218
advisement 219
appeal for reinstatement 221
application for degree 222
attendance 221
auditing 219
course descriptions 229-232
dropping a course 220
grades and credit 220
program of study 219
state residency requirements 223
tuition 219
withdrawal 220
Graduation requirements 59
Graduation with honors 58
Graphic design 85
Greenville Campus 13
Grievances
academic 53
non-academic 45

H

Health services 43
Health-related fields 65
History, Political Science, Philosophy and American Studies 116
History major 116
History minor 117
History of University 8
Honor lists 58
Honors Program 69
Honorary societies 58
Housing (residential life) 43

I

Identification cards 9
Immunization 22
Incomplete 56
Indebtedness 48
Independent study 49
Information Management and Systems 100
Insurance 38
Interdisciplinary Studies, Center for 74
International student admission 21
International Studies, Center for 8
International Studies minor 95
International Baccalaureate Diploma Program (IB) 54
Internship 49

J

Jazz studies minor 92
Journalism, communication major 83
Journalism minor 89

L

Law school (pre-law program) 65
Loans 27

M

Major, change of 48
Major requirements 64
Majors, minors, and programs listing 68

Majors
- art education 87
- art studio (graphic design) 85
- biology 108
- business administration 128
- accounting 128
- economics/finance 129
- management 129
- marketing 129
- chemistry 110
- communication 82
  - theatre, speech, journalism and electronic media
- computer information systems major 104
- computer science major 106
- criminal justice 123
- early childhood education 136
- elementary education 137
- engineering technology management 112
- English 93
- history 116
- information management and systems 100
- interdisciplinary studies 74
- mathematics 102
- middle grades education 138
- nonprofit administration 77
- nursing, four-year track 156
- nursing, RN-BSN track 159
- physical education / teacher education 145
- physical education / fitness-recreation 146
- political science 118
- psychology 114
- secondary education
  - biology 141
  - chemistry 142
  - English 139
  - mathematics 143
  - social studies/history 144
  - Spanish 140
- sociology 121
- Spanish 98
- special education learning disabilities 147

Make-up work 52
Management, major 129
Marketing, major 129
Mathematics and Computer Science 102
Mathematics, major 102
Mathematics, minor 103
Middle grades education major 138

Minors 64
- African American studies 97
- American studies 120
- Art history 89
- biology 109
- chemistry 111
- computer science 107
- conflict resolution 91
- criminal justice 124
- economics 129
- English 95
- film studies 96
- French 96
- geography 125
- German studies 97
- history 117
- international studies 95
- jazz studies 92
- journalism 89
- mathematics 103
- nonprofit administration 78
- philosophy 120
- political science 119
- psychology 115
- sociology 122
- Spanish 99
- Spanish translation/interpreting 99
- speech communication 90
- theatre 90
- women's studies 125

Military service school credit 55
Mission statement 7
Multicultural affairs 44

N

Name change 48
Natural Sciences and Engineering 108
Nonprofit Leadership, Center for 77
Nonprofit administration major 77
Nonprofit administration minor 78
Non-degree seeking admission 21
Non-traditional student services 44
Nursing honor society 155
Nursing, major 156
Nursing, Mary Black School of 149
admission policies 152
advisement 152
baccalaureate program 156
continuation standards 155
credit by examination 155
curriculum 151
readmission policy 155
RN-BSN track 159
special requirements 153
transfer of credits 155

O

Opportunity Network 8
Orientation programs 22
Organizations
academic and honorary 44
special interest 44
Overload, course 49

P

Parking and traffic regulations 45
Pass-fail option 50, 221
Pell Grants 27
Performance groups 44
Physical education majors 145, 146
Philosophy, minor 120
Political science, major 118
Political science, minor 119
Pre-chiropractic 65
Pre-dental 65
Pre-engineering 65
Pre-law 65
Pre-medical 65
Pre-occupational therapy 65
Pre-optometry 65
Pre-pharmacy 66
Pre-physical therapy 65
Pre-speech pathology 65
Pre-veterinary medicine 65
Probation, academic 52
Psychology major, minor 114, 115
Public service (USC Upstate) 8
Publications, student (campus media) 44

R

Readmission of former students 21
Recreation 44
Refunds 39
Registered nurse licensure 151
Registration 49
changes in 50
Regulations, academic 47
Repetition of courses 50
Reserve Officer Training Corps (ROTC) 66
Residency requirement for graduation 59
Residency requirements (state tuition) 40, 223
Residential life 43
Rights of catalog 48

S

Scholarships 31-36
Schools
Business Administration and Economics 126
Education 131
Mary Black School of Nursing 149
Second undergraduate degree 59
Secondary education major
biology 141
chemistry 142
English 139
mathematics 143
social studies/history 144
Spanish 140

Spanish major 98
Section changes 50
Security, campus 45
Senior privilege 50, 221
Senior seminar 63
Sociology, Criminal Justice and
Women's Studies 121
Sociology, major 121
Sociology, minor 122
Sororities 44
Spanish, major 99
Spanish, minor 98
Special education, major 147
Special programs 65
Speech, communication major 83
Student and Diversity Affairs 41
Student conduct regulations 45
Student development 43
Student Government Association 45
Student housing 43
Student life 44
Student media 44
Student organizations 44
Student records, confidentiality 59
Student services 9
Student Success, Center for 9
Summer sessions 50
Suspension, academic 52

T

Testing, advisement 22,49
Tests 52
Teaching English to Speakers of Other
Languages, Certificate 148
Theatre, communication major 83
Theatre minor 90
Three-Plus-One Program 66
Three-Year Degree Programs 65
Transcripts 17, 57, 221

Transfer courses
substitution for USC Upstate courses 48
suggested courses 23-24

Transfer credit 18, 53
evaluation of 18
validation 19

Transient credit 53
Tuition 38

U

Undergraduate Research and Scholarship,
Center of 9
University, general information 7
University Center, Greenville 14
University Police Department 45

V

Veterans Affairs 9
Vision Statement 8

W

Watershed Ecology Center 80
Withdrawal from course 50
Withdrawal from graduate studies 220
Withdrawal from the University 51
Withdrawal, post-semester (retroactive) 51
Withdrawal, extenuating circumstance 51
Women's & Gender Studies, Center for 79
Women's Studies minor 79, 125
Work opportunities 29

Notes

BOUND PRINTED MATTER

DAVISON, FRIEDA M
LIBRARY
SPTBRG LIBRARY/CLASS

USC Upstate is a member institution of the University of South Carolina.
(864) 503-5000 • www.uscupstate.edu